

No. 3.

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# EDUCATIONAL CIRCULAR.

The Chief Superintendent shall, in his discretion, forward to the Trustees of each District, a semi-annual Circular, containing official notices, educational information, and especially a detailed statement of the Provincial Grants paid to Teachers, and the apportionment of the County Assessment Fund to Trustees. These Circulars shall be permanently filed by the Trustees, and shall be accessible to Teachers in each District.—Res. 43 of the Board of Education of New Brunswick.

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FREDERICTON, N. B.

PRINTED FOR THE EDUCATION DEPARTMENT AT THE DAILY TELEGRAPH STRAM JOB ROOMS.  
1876.

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Inspectors

No. 3.

# EDUCATIONAL CIRCULAR.

REGULATION 43 OF THE BOARD OF EDUCATION.—The Chief Superintendent shall, in his discretion, forward to the Trustees of each District a semi-annual Circular, containing official notices, educational information, and especially a detailed statement of the Provincial Grants paid to Teachers, and the apportionment of the County Assessment Fund to Trustees. These Circulars shall be permanently filed by the Trustees, and shall be accessible to Teachers in each District.

THEODORE H. RAND.

*Chief Supt. Education.*

EDUCATION OFFICE.

Fredericton, N. B., April 10th 1876.

## APPORTIONMENT OF PROVINCIAL GRANTS AND THE COUNTY FUND FOR THE SUMMER TERM ENDED OCTOBER 31, 1875.

In St. John and Portland there were 101 teaching days in this Term; in Fredericton, Woodstock, St. Stephen, Milltown, and St. Andrews, there were 102; and in all other School Districts, 112. In apportioning the Provincial Grants and County Fund to the Cities and Towns above named, the time the Schools were open and the attendance made, were raised to the basis of 112 days the full term required of the Schools in the country.

In the following statement, names in SMALL CAPITALS indicate the Teachers who received the Superior School Grant. This Grant cannot exceed \$150 per Term. Names in *Italics* indicate the Teachers who taught in poor Districts, and whose Grants, and those to the Trustees from the County Fund, were increased one-third over the ordinary amounts. The Grants to Class-Room Assistants (c. r. a.) are one-half the ordinary Grants to Teachers, according to the class of License. The ordinary School Grants per Term are as follows: M. 1, \$75; M. 2, \$60; M. 3, \$45; F. 1, \$50; F. 2, \$45; F. 3, \$35.

Drafts for the amounts named in this Circular were duly transmitted to the Inspectors, as required by Regulation 41, in December last.

COUNTY OF ALBERT.

Provincial Grant to Teachers.			LOCALITY.		County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand total days attendance of pupils.	On account of Teachers employed.	On account of average attendance of pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Marilla Strong, .....	3 112	107	\$42 98	Alma, .....	2 107	36 1802	\$14 33	\$12 50	\$26 83		
Hannah E. Copp, .....	1 107	111	34 69	" .....	3 111	43 1882	14 86	13 05	27 91		
JOHN MOSER, .....	1 100	145	98	" .....	5 109	66 3139	14 60	21 77	36 37		
Jesse A. Colliatt, .....	3 112	112	45 00	" and Harvey, .....	8 112	24 1513	15 00	10 49	25 49		
Term paid in Kings Co., .....			9 01	Coverdale, .....	10 112	15 540		3 74	3 74		
Mary E. Trites, .....	2 112	112	45 00	" .....	1 112	19 239	7 02	1 58	4 60		
Martha A. Trites, .....	2 112	112	45 00	" .....	2 112	36 1394	15 00	9 67	24 67		
Emily J. Colpitts, .....	3 112	113	19 69	" .....	3 113	15 678	8 44	4 71	13 15		
Mary E. Trites, .....	3 112	117	33 16	" .....	4 112	39 1511	17 70	5 83	23 53		
Theora Fillmore, .....	3 112	117	60 00	" .....	5 112	17 746	15 00	3 17	20 17		
James Duffy, .....	3 112	112	60 00	" .....	7 112	35 2400	20 00	16 70	36 70		
Mrs. Geo. E. Miller, .....	1 112	112	33 33	" .....	8 112	37 2577	20 00	17 87	37 87		
Kate A. Dawson, .....	3 112	112	35 00	" .....	9 112	42 1521	15 00	10 55	25 55		
Orinda Churchland, .....	3 112	112	46 67	" .....	10 112	49 2668	20 00	18 50	38 50		
Lelia Howard, .....	3 106	116	33 12	" .....	12 106	46 2890	14 19	20 34	34 53		
Fannie P. Cochran, .....	2 112	112	60 00	Elgin, .....	1 112	21 1756	20 00	12 18	32 18		
GEORGE SMITH, .....	1 81	108	48	" .....							
Richard C. Weldon, .....	1 29	38	84	" .....	2 212	187 5702	28 39	39 54	67 93		
Adaide A. Demill, .....	3 140	148	15 00	" .....							
Sarah E. Stewart, .....	3 112	114	16 87	" .....							
Thomas H. Demill, .....	3 112	115	15 00	" and Coverdale, .....	3 112	35 1860	15 00	12 90	27 90		
Emily A. Cochran, .....	2 112	112	60 00	" .....	5 112	26 1787	20 00	12 39	32 39		
Thos. E. Colpitts, .....	3 93	103	37 36	" .....	6 93	26 1221	12 45	8 17	20 62		
Term paid in Kings Co., .....			60 00	" and Cardwell, .....	6 112	4 119		8 39	8 39		
William McKee, .....	3 112	112	60 00	" .....	7 112	27 1527	15 00	10 89	25 89		
Martha Blakey, .....	3 106	116	33 12	" .....	8 106	35 1335	14 19	9 26	23 45		
Adelia M. Steadman, .....	3 112	112	33 00	" .....	9 112	60 1862	15 00	18 62	33 62		
Maud E. Copeland, .....	3 112	112	33 00	" .....	10 112	88 1523	16 00	10 58	26 58		
Amanda P. Plaine, .....	1 112	112	35 00	" .....	11 112	24 1574	15 00	8 81	23 81		
Abbie Colpitts, .....	1 112	112	35 00	" .....	11 112	24 1574	15 00	11 27	26 27		
Ruth E. Mitters, .....	3 112	112	35 00	" .....	12 112	19 1567	15 00	12 25	27 25		
Regina Lounsbury, late .....	3 46	116	14 37	" .....	15 46	20 758	6 16	5 26	11 42		
Deborah Strong, .....	2 102	102	10 97	Harvey, .....	1 102	52 1936	13 63	12 63	26 26		
Nathaniel Duffy, .....	3 49	149	26 52	" .....	3 49	50 1563	6 63	10 84	17 47		
Isaiah H. Carpenter, .....	1 101	101	10 57	" .....	2 101	47 1879	13 32	13 73	27 05		
Roswell Wilbur, .....	3 112	112	55 00	" .....	4 112	71 2061	15 00	21 19	36 19		
Abigail Cleveland, .....	3 112	112	45 00	" .....	5 112	41 2153	15 00	17 01	32 01		
John Grimes, .....	3 112	112	60 00	" .....	6 112	30 2125	20 00	16 81	36 81		
Mrs. S. H. McLatchey, .....	1 110	110	31 37	Hillsboro, .....	1 110	37 1692	14 73	11 73	26 46		
W. W. B. Anderson, .....	3 98	98	43 62	" .....	2 110	121 6483	26 45	44 05	71 50		
Fannie L. Steeves, .....	1 101	101	49 59	" .....							
Channing Bishop, .....	1 112	112	150 00	" .....	3 221	137 7202	30 00	49 94	79 94		
Isabella Grise, .....	3 112	112	65 00	" .....							
John A. McPherson, .....	3 112	112	60 00	" .....	5 112	55 2559	15 00	17 88	32 88		
James W. Bishop, .....	3 112	112	60 00	" .....							
Laurinda A. Milton, .....	3 112	112	35 00	" .....	6 221	99 5925	20 00	52 87	82 87		
Annetta McLatchey, .....	3 112	112	35 00	" .....	7 112	35 1671	15 00	13 67	28 67		
Fanny M. Churchland, .....	3 82	112	41 16	" .....	8 82	37 1947	19 98	15 50	21 48		
Eliza A. Derner, .....	3 112	112	35 00	" .....	10 112	56 2315	15 00	16 05	31 05		
Lavinia S. Milton, .....	2 61	112	21 50	" .....	11 61	19 287	8 47	2 48	10 95		
Lucy E. Dugla, .....	3 112	112	16 67	" .....	13 112	19 1098	15 00	7 61	22 61		
Lucinda A. Jonah, .....	3 112	112	35 00	" .....	14 112	26 1634	15 00	7 41	22 41		
Lucy E. Stiles, .....	3 112	112	35 00	Hopewell, .....	2 112	80 3834	15 00	26 58	41 58		
Florence Moore, e. r. a., .....	3 112	112	17 50	" .....							
George Beatty, A. B., .....	1 79	52	50	" .....	1 153	128 1846	20 56	33 61	54 17		
Josephine Kinne, .....	3 74	74	23 28	" .....	4 112	8 271	15 00	4 03	24 03		
Mary E. Bacon, .....	2 108	108	13 38	" .....	3 108	36 1520	11 46	10 00	21 46		
Geo. Donald B. Hunt, .....	2 112	112	60 00	" .....	4 112	8 271	15 00	4 03	24 03		
Martha E. Bray, .....	2 112	112	15 00	" .....	5 112	28 1037	15 00	7 19	22 19		
Willard O. Wright, .....	3 60	60	21 10	" .....	6 740	45 1620	8 63	11 21	19 27		
Henry A. Bishop, .....	3 70	70	37 50	" .....							
W. W. Steeves, .....	3 35	35	18 75	" .....	7 112	129 5829	15 00	40 28	55 28		
Ida McLatchey, e. r. a., .....	3 112	112	17 50	" .....							
						2463	116,914	26,560	52,000	2,000,000	



## COUNTY OF CARLETON.

ees.

Total amount from  
County Fund.

7

26 83

27 91

28 37

29 49

30 77

31 60

32 67

33 15

34 33

35 55

36 70

37 87

38 50

39 23

40 18

41 93

42 90

43 30

44 83

45 55

46 45

47 61

48 83

49 81

50 97

51 42

52 17

53 35

54 10

55 46

56 81

57 60

58 94

59 88

60 87

61 48

62 48

63 66

64 85

65 61

66 17

67 58

68 19

69 27

70 38

## Provincial Grant to Teachers

## LOCALITY.

## County Fund to Trustees.

NAME.	Class.	Legally authorized days actually employed.	Amount of Grant	PARISH.	No. of Districts. Legally authorized days Schools were open.	Pupils enrolled.	Grand total days attendance of pupils.	AMOUNT.		
								On account of Teachers employed.	On account of average attendance of pupils.	Total amount from County Fund.
6	5	4	3	2	1 2	3	4	5	6	7
Isabella R. Joyner, .....	2 110	\$44 19		Aberdeen, .....	1 110	51 2886	\$14 73	\$16 84	\$31 57	
Maud P. Milbury, .....	1 112	35 00		" .....	3 112	41 2013	15 00	12 62	27 62	
Robella Joyner, .....	1 112	35 00		" .....	4 112	29 1299	15 00	8 15	23 15	
Sarah A. Risteen, .....	3 107	33 41		" .....	3 107	35 1763	14 33	11 06	25 39	
Moody McGuire, .....	3 112	45 00		" .....	6 112	43 1463	15 00	9 17	24 17	
James Ledingham, .....	3 111	44 50		" .....	7 111	35 1221	14 86	7 06	21 92	
Charissa J. Brown, .....	2 112	45 00		" .....	10 112	36 1796	15 00	10 89	25 89	
Dora M. Shaw, .....	3 112	46 67		" & Brighton, .....	12 112	30 1718	20 00	10 96	30 96	
William Taylor, .....	1 112	75 00		Brighton, .....	1 112	42 2372	15 00	11 88	26 88	
George Stickney, .....	1 90	60 26		" .....	2 90	45 2367	12 65	11 84	24 49	
John L. Bacon, .....	3 112	45 00		" .....	4 112	40 2330	15 00	20 92	35 92	
S. Hartt Shaw, .....	3 96	38 56		" .....	3 96	53 2107	12 85	15 09	27 94	
Florence E. Anderson, .....	3 83	26 15		" .....	5 83	37 1313	11 18	8 24	19 42	
Catharine A. Bubar, .....	3 112	35 00		" .....	6 112	20 953	15 00	5 98	20 98	
Maggie E. Henderson, .....	3 112	35 00		" .....	8 112	29 1763	15 00	10 68	25 68	
Bal. to Trus. April, '75, .....				" .....	9 108	37 2205	13 73	20 10	33 83	
Allison W. Clark, .....	3 112	45 00		" .....	9 112	49 2992	15 00	16 32	31 32	
George McLeod, .....	2 79	42 32		" .....	10 79	35 1619	10 58	10 15	20 73	
John Gillespie, .....	3 112	45 00		" .....	11 112	20 1421	15 00	8 93	23 93	
Amy C. McKilligan, .....	3 65	20 51		" .....	13 65	22 1155	8 70	7 24	15 94	
D. S. Jones, .....	2 112	60 00		Kent, .....	1 112	71 3809	15 00	24 51	39 51	
Emma Giberson, .....	3 110	34 37		" .....	2 110	52 2552	11 73	18 51	30 24	
Sarah C. Cunningham, .....	3 112	35 00		" .....	4 112	43 2156	15 00	23 52	28 52	
Frank S. Milbery, .....	3 112	45 00		" .....	8 112	66 1790	45 00	10 39	25 79	
Johanna Keenan, .....	3 112	15 53		" .....	9 29	7 221	5 17	1 39	6 56	
Clara A. Olmstead, .....	3 112	35 00		" .....	10 112	49 2228	15 00	14 41	29 41	
Jennie Cunningham, .....	3 112	45 00		" .....	11 112	39 1725	20 00	10 82	29 82	
Mrs. W. Leonard, .....	3 98	30 62		" .....	13 98	44 1561	43 12	9 79	32 91	
M. Adah DeWolfe, .....	3 111	34 60		" Perth, .....	13 111	26 223	11 86	14 90	26 76	
Minnie Bacon, .....	3 104	32 64		" Northampton, .....	1 104	29 3041	11 00	12 95	20 95	
Victor A. Hayes, .....	1 111	128 84		" .....	2 111	41 2395	11 86	14 45	26 31	
Bennie Cunningham, .....	3 57	17 81		" .....	3 57	53 2115	11 65	15 33	26 98	
Thomas Evans, .....	2 70	12 65		" .....	4 70	79 1450	14 33	27 91	42 24	
Angelina Faulkner, .....	1 107	52 54		" .....	5 111	40 2194	14 86	13 76	28 62	
Eliza J. Phillips, .....	3 111	34 69		" .....	7 107	33 2378	16 11	14 90	31 01	
Harriet Sharpe, .....	3 112	35 00		Peel, .....	1 112	48 1873	15 00	11 76	26 76	
Ida C. Taylor, .....	1 112	75 00		" .....	8 112	49 2196	15 00	13 77	28 77	
Henry T. Parlee, .....	3 112	35 00		" .....	4 112	56 2834	15 00	16 52	31 52	
Martha S. McGuire, .....	3 59	18 41		" .....	6 112	38 1728	15 00	10 81	25 81	
Lizzie M. Owens, .....	3 43	16 56		" .....	7 63	39 1168	9 51	9 20	18 71	
Helen M. Broderick, .....	3 112	45 00		" & Kent, .....	14 112	36 1712	15 00	10 74	25 74	
J. B. Grant, .....	2 112	45 00		Richmond & Woodk, .....	1 112	36 1712	15 00	10 74	25 74	
Mrs. Robert A. Speer, .....	3 103	42 18		" .....	2 103	53 1936	14 66	12 68	27 34	
Thomas Connell, .....	3 112	45 00		" .....	3 112	27 1577	15 00	9 83	24 83	
Ada J. Kirkpatrick, .....	2 96	30 77		" .....	4 99	45 1166	13 26	6 94	20 20	
Carrie R. Gilkey, .....	3 112	35 00		" .....	5 112	39 1763	15 00	10 68	25 68	
Mary L. Cassidy, .....	1 101	45 00		" .....	6 112	48 1950	15 00	12 23	27 23	
John Geddes, .....	3 112	45 00		" .....	7 109	55 2466	14 60	15 09	29 69	
Ivory Kennedy, .....	1 106	53 27		" .....	8 112	36 2134	15 00	13 51	28 51	
Jennie Henderson, .....	2 103	58 66		" .....	9 109	27 1253	14 53	9 81	24 34	
Margaret McDougall, .....	3 112	35 00		" .....	10 109	42 1691	15 00	9 98	24 98	
George B. Martin, .....	3 112	35 00		" .....	13 112	32 1674	15 00	6 73	21 73	
Sarah J. Connell, .....	2 112	60 00		" .....	14 112	45 2153	15 00	13 50	28 50	
Jane Duff, .....	3 112	35 00		" .....	15 112	34 1654	15 00	4 10	19 10	
Hannah Cowsell, .....	3 112	35 00		Simonds, .....	7 112	54 3369	15 00	20 94	35 94	
Henrietta Simonson, .....	1 112	55 00		" .....	2 112	49 3221	15 00	20 20	35 20	
Lydia N. Coy, .....				" .....	2 10	33 232	1 27	1 65	2 92	
Bal. to Trus. April, '75, .....				" .....						

## COUNTY OF CARLETON—Continued.

Provincial Grant to Teachers.				LOCALITY.	County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of grant.		No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6.	5.	4.	3.	2.	1.	2.	3.	4.	5.	6.	7.
Sarah J. Nicholson	1	106	\$52.05	Simonds	3	106	38 1891	\$14 19	\$11 86	\$26 05	
RICHARD WATKINS	1	112	50 00	" & Wicklow	4	112	68 3555	15 00	72 29	37 39	
Hugh T. Parlee	1	112	75 00	Wakefield	2	112	66 2802	15 00	18 20	33 20	
Jacob W. Sherwood	1	111	45 00	"	3	111	54 2844	14 86	17 82	32 69	
Ernest A. Shaw	3	112	45 00	"	4	112	39 1451	15 00	9 10	24 10	
Maria F. Mudgett	3	112	6 87	"	5	112	23 553	2 95	3 50	6 45	
Donald McDonald	3	110	44 19	"	6	110	30 1040	14 73	6 65	21 38	
WILLIAM B. WIGGINS	1	112	150 00	"	7	112	80 3767	15 00	33 62	38 62	
Nettie A. Hart	1	110	54 01	"	8	110	35 1069	14 73	12 54	27 27	
Rebecca J. Smith	1	107	52 79	"	9	107	39 2261	14 43	14 18	28 58	
Honore J. Carvell	3	112	35 00	"	10	112	30 1040	15 00	6 52	21 52	
Annie M. Wakem	3	112	35 00	Wicklow	1	112	26 1448	15 00	9 08	24 08	
Alice Giberson	3	112	35 00	"	2	112	43 1681	15 00	10 54	25 54	
Margaret M. Upton	3	106	33 12	"	3	106	30 1651	14 19	10 36	24 55	
Eleanor Cashman	3	112	35 00	"	4	112	31 1082	15 00	6 78	21 78	
Eleanor E. McKay	3	110	45 83	"	6	110	28 1656	19 64	10 38	30 02	
James Lawson	3	112	45 00	"	7	112	68 2973	15 00	18 64	33 64	
Lidia Jewett	3	112	46 67	"	8	112	28 1833	20 00	11 49	31 49	
Elizabeth A. Kilpatrick	3	112	35 00	"	9	112	68 2436	15 00	15 28	30 28	
Carrie A. Hammond	3	112	45 00	"	10	112	49 2947	15 00	18 48	33 48	
Emily S. Wakem	3	112	35 00	"	11	112	41 1539	15 00	9 78	24 78	
Alice Reid	3	112	35 00	"	12	112	54 2588	15 00	16 23	31 23	
A. L. Fenlason	3	112	45 00	"	13	112	47 2264	15 00	18 40	33 40	
Eva E. Hovey	3	112	45 00	"	14	112	66 3169	15 00	19 87	34 87	
Flo E. Dunn	3	112	45 00	"	15	112	49 2947	15 00	15 15	29 15	
Emma E. Milbery	3	112	45 00	" & Andover	5	112	52 821	15 00	5 15	20 15	
Sarah J. McWald	3	112	46 67	Wilnot	3	112	30 1258	20 00	8 01	28 01	
Annie Macee	1	109	52 52	"	4	109	76 4073	14 60	25 54	40 14	
Lizzie Ferguson	3	112	35 00	"	5	112	44 1947	15 00	12 21	27 21	
Jennie Getchell	3	111	44 59	"	6	111	53 3178	14 86	19 63	34 79	
Mary E. Williams	3	109	34 06	"	7	109	40 1667	14 60	10 64	25 24	
Amelia J. Simonds	3	93	29 06	"	9	93	21 1013	12 45	6 35	18 80	
Albina C. Tracey	3	57	17 97	"	10	57	39 1269	7 70	7 58	15 28	
Isabella F. Lindsay	3	112	35 00	"	11	112	34 2155	15 00	13 51	28 51	
Hannah C. Flemming	3	57	23 96	" & Wakefield	12	57	21 685	10 27	4 30	14 57	
Wallace G. King	3	111	44 59	"	14	111	41 1934	14 86	12 13	26 99	
Alice M. Johnston	3	112	46 67	"	15	112	19 1487	20 00	9 32	29 32	
Agnes White	3	112	35 00	"	16	112	27 1389	15 00	8 72	23 72	
Andrew G. Lounsbury	3	58	23 30	Woodstock	1	58	47 1048	7 77	6 56	14 34	
Louisa H. Hartley	2	112	45 00	"	2	112	27 1489	15 00	9 34	24 34	
James McCoy	1	100	73 52	"							
Charles N. Scott, C. E. A.	1	100	36 76	"							
Thos. Lloyd Evans	2	102	75 00	"							
Elizabeth J. Cupples	2	102	36 47	"							
Eliza Ann Smith	1	102	55 00	"							
Lizzie H. Hay	1	102	55 00	"							
W. D. McLeod	3	92	36 96	"							
WAYMAN A. SMYTH	1	112	150 00	"							
Blanche E. Ketchum	2	112	45 00	"							
Christiana McDougall	3	110	34 37	"							
Mary A. Johnston	3	52	21 67	"							
JULIA E. BOURNE	1	38	25 53	"							
Lucy A. R. Smith	1	38	24 88	"							
Balance due Trustees				" & Canterbury							
Alex. Johnston	3	58	23 30	"	23	58	28 740	4 24	4 64	12 41	
					487						
			\$5000								

## COUNTY OF CHARLOTTE.

ees.

Total amount from  
County Fund.

7

26 05  
37 39  
33 29  
32 69  
24 10  
4 45  
21 38  
38 62  
55 58  
25 27  
24 52  
24 08  
54 54  
24 55  
30 02  
32 64  
31 49  
30 28  
33 48  
24 78  
31 23  
33 40  
34 87  
26 25  
26 15  
40 11  
25 21  
34 79  
18 80  
15 28  
28 51  
14 57  
26 90  
32 32  
32 72  
14 34  
24 34

245 77

18 31

52 53

20 50

17 78

25 70

12 41

10 70

2 28 00

Provincial Grant to Teachers.				LOCALITY.		County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were opened.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers' employed.	On account of average attendance of Pupils.	Total amount from County Fund.	
6	5	4	3	2	1	2	3	4	5	6	7	
JAMES E. WETMORE.....	1	100	145 98	Campobello.....	1	219	94	5013	\$29 32	\$42 24	\$71 56	
Estella Beatty, c. r. a.....	3	90	14 06		2	79	77	2758	10 58	23 25	33 83	
Fannie E. Dienaide.....	2	110	44 19		3	92	36	1267	12 32	10 68	23 00	
Elizabeth Clark.....	1	79	38 79		4	112	65	2793	15 00	23 54	38 54	
Jane G. W. Snell.....	1	92	45 17		1	112	46	2401	15 00	20 23	35 23	
Chas. W. J. Barker.....	2	112	60 00		2	106	40	1990	14 19	16 78	30 97	
Adelaide A. Young.....	1	112	55 00		2	112	30	1802	15 00	15 19	30 19	
Maggie Cockburn.....	1	106	52 05		2	112	37	2504	15 00	21 10	36 10	
Isabella J. Johnston.....	3	112	35 00		2	112	37	2504	15 00	21 10	36 10	
Elia J. Miles.....	3	68	21 25		3	104	30	890	13 93	7 55	21 48	
Maggie F. Cloney.....	2	76	19 29	Do. & St. Patrick.....	4	112	28	1425	15 00	12 01	28 01	
Neil Lochary.....	2	112	45 00		5	106	33	1615	14 19	13 61	27 80	
Emma Powers.....	3	106	32 12		6	95	47	2068	12 72	17 43	30 15	
Jane McCulloch.....	3	95	38 16		7	103	58	1978	13 79	16 68	30 46	
Abner Gaskill.....	3	103	32 19		1	224	135	8086	30 20	68 14	98 14	
Frederic A. Holmes.....	2	112	60 00		2	111	96	4180	14 86	35 23	50 09	
Maria P. Roop.....	2	112	45 00		4	57	49	1237	7 63	10 42	18 05	
Patrick Casey.....	1	111	74 33		4	72	58	2836	9 64	23 96	33 54	
Josephine Cronk.....	3	57	17 81		5	84	62	3325	11 25	28 02	39 27	
James Brown.....	1	72	48 21		6	75	55	3367	10 04	19 91	29 95	
Marshall V. Brown.....	3	84	33 74	Lepreaux & Lameaux.....	1	112	19	2287	20 00	19 27	39 27	
William S. Cronk.....	3	75	29 13		1	56	51	1150	7 50	13 06	20 56	
Helen Louisa.....	3	112	46 67		1	112	19	2287	20 00	19 27	39 27	
Charles White.....	1	56	37 50		2	56	51	1150	7 50	13 06	20 56	
John Bales.....	2	75	40 18		3	75	49	1650	6 56	13 91	20 47	
Phoebe Davidson.....	3	79	24 69		5	79	21	957	10 58	7 90	18 48	
Jessie Brown.....	2	111	41 29		Pennfield.....	1	111	37	2139	14 86	18 19	33 05
John Flanagan.....	2	83	44 73			2	83	41	2445	11 18	20 61	31 79
Catherine L. Speers.....	3	112	35 00			3	112	39	2385	15 00	19 93	34 93
John B. Adams.....	3	112	45 00			4	112	39	2385	15 00	22 74	37 74
Amey K. Justason.....	3	103	32 19	5		103	31	1351	13 79	11 41	25 20	
James F. Covey, A. B.....	1	102	75 00	St. Andrews.....		1	672	320	21205	89 98	178 70	268 68
James Vroom.....	1	102	75 00			6	972	51	1855	13 06	15 63	28 63
Eda Foyle.....	1	102	55 00			2	111	36	986	14 86	8 31	23 17
S. Agnes Algar.....	2	102	45 00			3	89	49	1302	11 92	10 98	22 90
B. Louise Morrison.....	2	102	45 00			5	98	46	2371	13 12	19 98	33 10
Ellen Rogers.....	2	102	45 00		1	73	64	2513	9 77	21 18	30 95	
Clem. Johnson, c. r. a.....	3	59	10 12		1	81	23	1370	16 53	14 86	31 31	
Augusta B. Wade.....	2	97	39 16		4	82	37	1816	13 06	15 75	28 81	
George J. Clark.....	3	111	44 59		6	112	33	2620	15 00	22 08	37 08	
Alice J. Purves.....	2	89	35 75		5	111	29	1491	14 93	12 56	27 49	
B. A. McLeod.....	2	98	39 35	St. David.....	7	117	28	586	3 13	4 94	8 07	
Julia S. Deane.....	2	73	28 32		9	112	58	3124	15 00	26 23	41 23	
William F. Dickey, Jr.....	3	81	32 54		10	78	49	2051	10 51	17 28	27 79	
Frederic Sullivan.....	3	102	40 97		5	111	29	1491	14 93	12 56	27 49	
Victoria Smith.....	1	82	40 26		5	111	29	1491	14 93	12 56	27 49	
R. SPEERS NICOLSON.....	1	112	150 00		6	112	33	2620	15 00	22 08	37 08	
Teresa C. McAlennan.....	2	111	44 79		5	111	29	1491	14 93	12 56	27 49	
Catherine D. Woodcock.....	2	117	9 37		5	111	29	1491	14 93	12 56	27 49	
Arthur M. Smith.....	2	112	60 00		9	112	58	3124	15 00	26 23	41 23	
Helen E. Woodcock.....	3	78	24 53		10	78	49	2051	10 51	17 28	27 79	
HENRY W. RAND, A. B.....	1	83	111 82	St. George.....	1	412	249	12041	59 25	101 47	160 72	
Israhel M. Longley, A. B.....	1	21	32 14		2	105	38	3000	14 13	17 62	31 75	
Thomas O'Malley.....	2	112	60 00		3	65	17	508	8 70	4 28	12 98	
Eliza Magowen.....	1	111	54 50		5	61	29	544	8 17	4 58	12 75	
E. P. Knight.....	3	112	45 00		8	112	23	1313	20 00	11 06	31 06	
Charles O'Donnell.....	1	105	70 64		9	112	31	2380	20 00	20 06	40 06	
Catherine Condie.....	2	65	26 11		9	82	21	1243	14 64	10 48	25 12	
Balance due Trustees.....	2	65	26 11		10	98	15	1204	17 77	10 13	27 92	
Julia Russell.....	3	112	46 67		11	111	34	1907	14 86	16 07	30 93	
Emeline Hanson.....	3	112	46 67		11	111	34	1907	14 86	16 07	30 93	
Hugh Copley.....	2	82	38 57		11	111	34	1907	14 86	16 07	30 93	
Elia B. Smith.....	3	99	41 47		11	111	34	1907	14 86	16 07	30 93	
Mary Atkinson.....	3	111	31 69		11	111	34	1907	14 86	16 07	30 93	

## COUNTY OF CHARLOTTE—Continued.

Provincial Grant to Teachers.			LOCALITY.	County Fund to Trustees.			
NAME.	Class.	Legally authorized days actually employed.	PARTISH.	No. of District.	Legally authorized days Schools were opened.	Pupils enrolled.	AMOUNT.
6	5	4	2	1	2	3	5 On account of Teachers employed.
		3 Amount of Grant.				4 Grand Total days' attendance of Pupils.	6 On account of average attendance of Pupils.
							7 Total amount from County Fund.
Nellie McDiarmid.....	2	112	St. George.....	12	112	29	\$15 00
James Doherty.....	3	112	"	13	112	71	\$12 33
J. L. Cawley.....	3	110	"	14	110	5000	\$47 19
Jennie Magowan.....	3	111	"	15	111	4113	\$34 67
S. Adeline Thomas.....	3	75	"	15	111	1083	\$9 21
Lizzie A. Cochrane.....	3	92	St. James.....	1	92	15	\$6 42
DONALD McINTOSH.....	1	112	"	1	112	1365	\$10 15
Joseph Robinson.....	2	95	"	2	95	3551	\$25 72
Louisa M. Young.....	2	112	"	3	112	1734	\$14 61
Agnes B. Jackson.....	3	85	"	3	112	1833	\$15 45
Helen R. McLaughlin.....	3	111	Do. & St. David.....	4	111	1196	\$10 08
Isabel Black.....	3	111	"	5	111	2452	\$20 67
Lizzie D. Jackson.....	2	112	"	7	112	1772	\$14 83
Kate Morrison.....	3	103	"	8	103	1878	\$15 82
Sarah A. Joye.....	3	112	"	10	112	1196	\$10 08
Annie P. Smith.....	2	93	"	14	93	1155	\$9 73
Isabel Jenkins.....	2	109	"	15	109	1795	\$15 13
Alex. S. McKenzie.....	3	103	"	16	109	2571	\$21 67
Anna Armstrong.....	3	39	"	18	39	1902	\$15 18
Addie Hanson.....	1	112	St. Patrick.....	1	112	498	\$4 20
Annie Hanson.....	2	65	"	2	65	1867	\$15 00
Charlotte.....	2	82	"	3	82	1323	\$8 70
Lizzie A. Roblin.....	2	113	"	3	82	867	\$14 64
Mary Penecow.....	2	91	"	4	103	1372	\$13 79
Kate McGowan.....	2	42	"	5	91	1214	\$12 18
Nettie A. Henry.....	2	112	"	6	112	639	\$5 62
Mary E. Hanson.....	1	109	"	8	112	1124	\$15 00
Charlotte Thompson.....	2	112	St. Stephen.....	1	112	1752	\$14 67
HENRY S. BRIDGES, AM.	1	102	"	1	112	3039	\$15 00
W. Grant Gaunce, A. P.	1	101	"				\$5 51
Mary M. Cunningham.....	1	102	"				
Agnes Lawson.....	1	102	"				
Emily D. Thompson.....	2	102	St. Stephen.....	2	1101	510	\$391 76
Sophia J. Lloyd.....	1	102	"				\$147 56
Emma S. Morrison.....	1	102	"				
Winifred P. Hayes.....	1	102	"				
Lavina J. Borden.....	1	102	"				
Eleanor S. Dowling.....	1	86	"				
Fred. W. Watson.....	1	21	"				
Fred. W. Emmerson.....	1	19	"				
Mary A. Horan.....	2	92	St. Stephen.....	3	526	287	\$188 17
E. L. McAllister.....	1	92	"				\$70 43
Charlotte M. Caswell.....	2	92	"				\$133 30
L. M. Randall.....	2	92	"				\$203 73
Tillie S. Kirk.....	2	92	"				
Annie Hitchings.....	3	112	St. Stephen.....	3	112	20	\$12 07
Almira Towers.....	3	112	"	4	112	1961	\$15 00
Charlotte M. Robinson.....	3	78	"	4	112	3300	\$10 44
Amanda Hill.....	1	78	"	6	78	2001	\$10 44
Mary S. Veazey.....	2	102	"	7	102	2041	\$17 29
Jennette Stein.....	3	102	Do. & St. James.....	7	112	1500	\$15 00
Emma T. McCain.....	3	103	Do. & St. David.....	8	98	1283	\$10 82
Margie E. Justison.....	1	108	West Isles.....	1	108	1976	\$19 28
E. H. Bennett.....	2	108	"	2	108	2354	\$14 46
Bal. to Trustees, Ap. 75			"				\$1 27
Mary E. Dixon.....	2	106	"	3	106	4054	\$14 26
Sarah K. Herson.....	3	60	"	4	60	1414	\$8 03
S. JAMES WADDES.....	1	105	"	5	105	2748	\$23 16
Jonanna Turner.....	2	108	"	6	108	1489	\$14 46
George W. Fowler.....	2	111	"	7	111	1883	\$14 93
James R. Felix.....	3	39	"	8	39	564	\$7 05
		\$5721 50				5,110	
						261 587	
						1,620 47	
						2,261 82	
							\$5882 30



## COUNTY OF GLOUCESTER.

Provincial Grant to Teachers. LOCALITY. County Fund to Trustees.

NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	AMOUNT.					
						Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
J. Arthur Freeze, A. B.	1	112	\$75 00								
Christiana Ellis	2	111	44 50	Bathurst	2	334	161	10626	\$44 72	\$256 40	\$301 12
Mary L. Baldwin	3	112	54 00								
Annie Hall	3	112	35 00								
Anne W. Davidson	3	112	35 00								
Mary Ann Smith	3	112	46 67								
Rachel Forbes	3	112	35 00	Do. & N. Bandon	10	112	26	1155	15 00	57 87	42 87
James D. Skelly	3	108	43 38		13	108	43	1202	14 46	29 00	43 46
Hannah Willis	2	107	42 98		14	107	45	1951	14 33	47 00	61 42
PETER GIRDWOOD	1	114	148 66								
Mary Desbrisay	2	111	44 50		16	222	98	5445	29 73	131 38	161 11
Annie E. Eggen	3	112	46 67		17	112	25	1540	20 00	37 16	57 16
Isaac Bernard	3	112	45 00	Beresford	5	112	35	2307	25 00	55 66	70 66
Frances Aube	3	110	34 37		6	110	42	2366	14 73	57 09	71 82
Mary Kerr	3	112	35 00	Do. & Bathurst	7	112	25	1123	15 00	27 11	42 11
Elizabeth M. Ford	3	112	35 00		7	112	42	1762	15 00	42 51	57 51
Kate L. Dwyer	1	112	55 00	Carriquet	10	112	16	1714	15 00	41 37	56 37
Jennie Dawson	2	112	45 00	New Bandon	9	112	58	3024	15 00	72 96	87 96
William A. Andrew	3	111	50 73		9	111	81	4216	14 93	101 73	116 66
Emma Welsh	3	112	46 67		10	112	35	1933	20 00	46 65	66 65
			\$88 00				83	45,340	\$312 90	\$5	\$1410 75

## COUNTY OF KENT.

Provincial Grant to Teachers. LOCALITY. County Fund to Trustees.

NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	AMOUNT.					
						Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Annie E. Hard	3	106	\$33 12	Carleton	4	106	63	3095	\$14 19	\$64 80	\$78 99
Agnes McNulty	3	112	35 00		3	112	53	2082	15 00	62 41	77 41
Charity L. Chalmers	3	110	16 66		4	110	15	507	7 15	10 62	17 77
Thomas E. Dwyer	2	112	60 00	Dundas	1	112	37	1942	15 00	40 66	55 66
Jessie K. Sutherland	3	82	32 94		3	82	30	1341	10 98	28 09	39 07
Annie Christal	3	111	46 25		5	111	29	1696	49 81	55 52	55 33
Balance to Trustees			45			45	44	372	8 04	7 79	15 83
Alexis Theodore	3	100	40 17		6	100	11	500	13 39	10 47	23 86
John Hicks	3	112	33 74	Moncton	10	112	15	421	7 63	8 88	16 51
Georgiana L. Poirer	3	67	27 92	Harcourt	5	67	33	739	11 96	15 47	27 43
Margaret E. Dunn	3	65	27 08		4	65	9	708	11 60	12 73	24 33
Paul Truett	3	112	60 00		6	112	30	2407	20 00	50 41	70 41

## COUNTY OF KENT.—Continued.

Provincial Grant to Teachers.				LOCALITY.		County Fund to Trustees.					
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.		Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.	
						1	2			3	4
6	5	4	3	2	1	2	3	4	5	6	7
Tugram B. Oakes.....	1	110	73 66								
John W. Barnett.....	2	112	60 00	Richibucto.....	1	446	221	12683	50 72	265 56	325 28
Sarah Forster.....	1	112	35 00								
Mary A. Gifford.....	1	112	35 00								
George A. Coates.....	1	112	50 00								
Thomas E. Colpitts.....	2	112	60 00	Richibucto.....	2	428	187	9050	57 31	208 52	265 83
Clara Young.....	3	110	24 37								
Caroline M. Warman.....	3	94	20 37								
James Goldie.....	3	94	20 37	"							
Isabella Hickey.....	3	112	35 00	"	5	110	33	2325	18 61	48 68	68 32
Angus McM. Thunott.....	3	111	41 79	"	9	112	21	1016	15 00	21 27	36 27
Bertilda Graham.....	2	112	45 00	"	9A	111	26	1115	14 93	29 63	44 56
Carrie Hicks.....	2	112	35 00	"	10	112	26	2109	15 00	14 14	39 14
Andria F. Weighan.....	3	111	46 47	St. Mary's.....	2	112	22	1017	15 00	21 29	36 29
Laura J. Parker.....	3	108	33 75	"	6	111	21	1304	19 91	40 00	59 91
Jane McDonald.....	3	112	33 75	Wellford.....	10	108	16	882	14 46	29 56	43 02
James Porteous.....	3	112	45 00	"	1	112	66	2474	15 00	54 51	69 51
Robert Sutherland.....	3	112	45 00	"	1	112	44	2237	15 00	18 09	33 09
Mary Chrystat.....	2	112	45 00	"	1	112	28	1439	15 00	30 13	45 13
Kate L. McDonald.....	3	79	34 13	"	1	112	46	2362	15 00	45 27	60 27
Mary Morton.....	3	105	32 81	"	1	79	43	2363	14 29	33 71	47 91
Mary C. Stevenson.....	3	112	35 00	"	5	105	37	997	14 06	29 87	43 93
William McIntosh.....	3	112	50 00	"	8	112	51	1945	15 00	40 51	55 51
Cassie Wilson, c. r. a.....	3	107	16 72 5	"	9	112	88	4721	15 00	98 85	113 85
James Burgess.....	3	112	46 67	"	10	112	33	2213	20 00	46 34	66 34
Maggie Graham.....	2	112	45 00	"	13	112	45	2589	15 00	54 12	69 12
Mona Ferguson.....	3	109	45 41	"	13	109	32	1492	19 47	51 76	71 23
Isabella Wheaton.....	3	112	35 00	"	14	112	39	2179	15 00	41 39	56 39
Agnes Holinden.....	2	112	35 00	"	15	112	26	1562	15 00	32 70	47 70
B. Jamie Morton.....	2	112	45 00	"	16	112	52	3000	15 00	62 82	77 82
Mary McDonald.....	1	112	35 00	"	17	112	56	2777	15 00	47 60	62 60
Richard Jackson.....	3	112	15 00	"	19	112	48	1810	15 00	37 92	52 90
Hattie Scarborough.....	3	112	46 67	"	20	112	17	1013	20 00	21 28	41 28
James Kay.....	2	108	57 86	Wellington.....	1	108	1	2100	14 46	43 96	58 42
Mary Johnson.....	2	112	45 00	"	2	112	50	3925	15 00	63 30	78 30
Sarah J. McMinn.....	3	107	33 14	"	3	107	27	1607	14 33	33 62	47 95
Johnson Dobson.....	3	112	60 00	"	4	112	17	3957	20 00	61 40	81 40
Sarah Hicks.....	3	112	46 67	"	5	112	23	2055	20 00	43 43	63 43
Ella Chrystal.....	2	112	45 00	"	8	112	41	2928	15 00	42 10	57 10

## Provincial Grant to Teachers. LOCALITY. County Fund to Trustees.

[illegible]

## COUNTY OF KINGS.—Continued.

Provincial Grant to Teachers.			LOCALITY.		County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Eliza E. Johnston.....	3	108	33 75	Springfield.....	3	108	46	1778	14 46	13 88	28 34
Jennie B. McGigay.....	2	112	46 67	"	4	112	23	1471	20 00	27 10	47 10
Minnie Vail.....	3	112	35 00	"	6	112	23	1619	15 00	7 95	22 95
Mary A. Case.....	2	112	45 00	"	7	112	46	1818	15 00	14 20	29 20
Celia E. Gray.....	2	112	60 00	"	8	112	22	2015	20 00	15 73	35 73
M. Amelia Ganong.....	3	112	35 00	" & Kingston	9	112	31	1638	15 00	12 95	27 95
Bessie Keay.....	3	112	35 00	" & Wickh'm	11	112	26	1781	15 00	9 98	24 98
Mary A. McLeod.....	1	112	55 00	"	12	112	40	1633	15 00	12 00	27 00
M. Louisa Ganong.....	1	112	55 00	Sp'field & W'ham.	13	112	23	1443	\$15 00	\$11 28	\$26 28
George H. Perkins.....	2	112	60 00	"	15	112	26	1761	15 00	13 75	28 75
Patrick McBriarty.....	2	76	40 71	"	16	76	16	6009	10 18	4 76	14 94
John Robertson.....	2	112	60 00	"	21	112	35	1641	15 00	12 81	27 81
Samuel Mattatall.....	3	112	45 00	Stadh'm & Havel'k	3	112	46	3163	15 00	24 69	39 69
Charles Foley.....	2	112	60 00	Stadh'm	4	112	44	2181	15 00	17 63	32 63
Julia A. Wright.....	3	112	46 67	"	6	112	23	1459	20 00	12 17	32 17
Letitia E. Folkins.....	3	108	33 75	"	7	108	49	2813	14 46	21 96	36 42
Jano Brown.....	1	112	55 00	"	8	112	42	2420	15 00	18 89	33 89
Julia C. Frost.....	1	105	51 55	"	10	105	32	1961	14 06	15 31	29 37
Naomi Dunfield.....	2	112	45 00	" & Sussex	11	98	48	3030	13 12	15 85	28 97
Charlotte McLeod.....	1	79	38 79	"	12	112	61	3734	15 00	29 15	44 15
Agnes R. Sharp.....	1	112	150 00	" & Spring'ld	13	79	35	1448	10 58	11 30	21 88
J. G. A. Belyea.....	1	111	54 50	"	15	112	68	2671	15 00	20 85	35 85
Jeannie E. Murray.....	3	112	35 00	"	16	111	31	1433	14 86	11 34	26 20
Eliza J. Mercer.....	3	112	35 00	"	17	112	47	2177	15 00	16 96	31 96
E. A. Kierstead.....	3	112	35 00	"	18	112	23	1279	15 00	9 99	24 99
Susan Gillies.....	3	112	35 00	"	19	112	37	1991	15 00	15 54	30 54
Abbie M. Simott.....	3	112	35 00	"	20	112	15	1063	15 00	8 09	23 09
Maggie M. Kelly.....	3	112	35 00	Do., Johnston, &c	22	112	32	1965	15 00	15 34	30 34
Agnes E. Little.....	3	112	35 00	"	23	112	29	1493	15 00	41 66	26 66
George C. Stanley.....	3	111	44 59	"	25	111	72	3117	14 86	24 33	39 19
Oscar J. McCully, A. B. 1	1	84	56 25	"							
David Wilson, A. B. 1	1	22	14 73	Sussex.	1	215	107	4972	28 79	38 83	67 62
Maggie Ryan.....	2	109	43 79	"							
SAMUEL C. WILDER, A. B. 1	1	103	138 60	"							
Melvina L. Ryan.....	1	103	51 55	Sussex.	2	365	201	11855	40 91	92 39	133 30
Louisa M. Nowlan.....	2	97	38 96	"							
Sarah M. Fairweather	2	112	45 00	"	5	112	42	1788	15 00	13 96	28 96
Lucretia Marvin.....	3	112	45 00	Do., Waterford, &c	6	112	43	2876	15 00	22 16	37 16
Mary A. Ryan.....	3	107	33 60	Sussex.	7	112	31		Return too late.		
Mary E. Howard.....	2	97	38 96	"	8	107	38	1630	14 10	12 95	27 05
Selina E. Crawford.....	3	106	33 12	"	9	97	38	1867	12 99	14 11	27 10
Charnee Sharp.....	3	112	45 00	"	10	106	40	1098	14 19	8 58	22 77
Jane C. Sharp.....	3	112	35 00	"	11	112	52	1709	15 00	13 31	28 31
Sarah A. Sharp.....	2	112	45 00	"	12	112	28	1272	15 00	9 93	24 93
Lucretia Storer.....	3	96	40 00	"	13	112	35	1526	15 00	11 91	26 91
Balance to Trustees.....				"	14	96	33	923	17 13	15 61	32 74
Eleanor Patterson.....	1	111	54 50	Upham.....	1	111	39	2046	14 86	15 74	30 60
Lizzie Cochrane.....	3	112	46 67	" & Simonds	2	112	15	1544	20 00	12 22	32 22
Eliza Fowler.....	2	112	45 00	"	3	112	51	2266	15 00	17 46	32 46
Charity E. Smith.....	1	112	55 00	"	4	112	48	2227	15 00	18 17	33 17
Edward Conley.....	3	112	45 00	Do., Hammond, &c	5	112	19	1768	15 00	13 80	28 80
Maria S. Coy.....	2	112	45 00	"	6	112	35	2642	15 00	20 61	35 61
Lottie L. M. Nason.....	3	112	35 00	"	7	112	38	1403	15 00	10 95	25 95
Tea. pd. in St. John Co.	3	112	45 00	Do. & St. Martins	10	112	3	112		0 87	0 87
Tea. pd. in St. John Co.	3	112	45 00	"	25	112	3	764	1 28	5 96	7 24
Mary J. Chambers.....	3	112	45 00	Waterford	2	112	50	2107	15 00	16 15	31 15
Catherine J. Lockhart.....	3	112	45 00	"	4	112	20	1873	15 00	14 64	29 64
Joseph S. Bennett.....	3	112	60 00	"	7	112	31	1246	15 00	9 73	24 73
Elizabeth A. Chambers	3	112	35 00	" & Alma	10	112	21	880	15 00	6 55	21 55



## COUNTY OF KINGS.—Continued.

Provincial Grant to Teachers. LOCALITY. County Fund to Trustees.

NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
JOHN W. CACFIELD,...	1	109	121 65	Westfield	2	109	37	1996	\$14 60	\$15 58	\$30 18
Alma B. Horton,....	3	112	35 00	"	3	112	42	1238	15 00	10 05	25 05
Jacob N. Pitt,.....	3	112	60 00	"	5	112	27	1253	20 00	9 78	29 78
Minnie Whelpley,....	3	40	12 50	"	6	40	26	647	5 36	5 05	10 41
W. S. Carter,.....	3	112	45 00	"	7	112	35	1426	15 00	11 13	26 13
Geo. H. Laskey,.....	12	111	59 46	"	8	111	11	1424	14 86	11 12	25 98
William McRae,.....	3	111	59 45	"	10	111	14	1403	19 81	10 95	30 76
John A. Rowe,.....	3	112	60 00	"	11	112	21	668	20 00	5 21	25 21
Evadne J. Derrah,....	3	112	35 00	"	12	112	31	1196	15 00	9 34	24 34
Amelia H. Peartman,...	3	93	29 06	"	13	93	17	530	12 45	4 14	16 59
Tea. pd. in St. John Co.	2			Do., Simonds, &c.	19			342		12 67	12 67
			\$532 42				450	283 34	\$1820 23	\$1808 50	\$2988 45

## COUNTY OF MADAWASKA.

Provincial Grant to Teachers. LOCALITY. County Fund to Trustees.

NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Susan Theriault,...	3	71	\$23 12	St. Basil	2	71	41	1333	\$9 91	\$14 57	\$151 48
Louisa Roy,.....	3	85	25 06	St. Leonard	2	85	36	2440	11 38	303 16	314 84
Bernard Gauthier,...	3	73	40 15	"	3	73	13	130	13 30	18 00	61 48
Anastasia Martin,...	3	100	31 25	St. Francis	1	100	15	1118	13 30	119 46	132 85
Harriet Hebert,....	3	49	15 31	"	16	49	12	7	6 56	19 03	25 22
Seraphine Albert,...	3	112	35 00	Madawaska	3	112	124	1507	15 00	161 03	176 03
Anais Theriault,...	3	112	35 00	"	4	112	124	1911	15 00	204 20	219 20
			\$236 11				197	923	\$84 62	\$100 47	\$1085 10

## COUNTY OF NORTHUMBERLAND.

Provincial Grant to Teachers

LOCALITY.

County Fund to Trustees.

NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Thomas Parker.....	3	112	\$45 00	Alnwick.....	1	112	38	2021	\$15 00	\$22 90	\$37 90
Catherine Flett.....	3	61	24 70	"	2	61	1133	8 24	12 84	21 08	
Catherine Leggie.....	3	110	44 19	"	3	110	17 975	14 73	11 05	25 78	
Honora Wasson.....	3	112	35 00	"	6	112	38 1871	15 90	21 21	36 21	
Jane Carruthers.....	3	111	34 60	"	7	111	36 232	14 86	25 63	40 49	
Maggie J. Baron.....	3	100	31 25	"	2	100	39 271	13 38	31 41	44 80	
Patrick O'Donnell.....	3	18	9 64	Blackville.....	2	18	270	3 41	3 07	5 48	
Emeline Mountain.....	3	111	34 60	"	1	111	39 1329	11 86	15 18	30 04	
Jane Amos.....	3	112	44 50	"	5	111	33 1187	14 86	13 46	28 32	
William H. Grindley.....	3	112	60 00	"	6	112	46 2270	15 00	25 83	40 83	
John Canan.....	3	112	60 00	"	7	112	43 2000	15 00	25 60	38 60	
Nellie J. Mersereau.....	3	105	32 97	"	11	105	45 3000	14 13	35 90	48 12	
Serena Price.....	3	112	35 00	"	11	112	28 1682	15 00	18 84	33 84	
Maggie A. Jordan.....	3	112	45 00	Blissfield.....	1	112	28 1316	15 00	14 92	29 92	
Mary Ann Kelly.....	3	90	30 94	"	2	90	36 1673	13 26	18 96	32 22	
Kate G. Porter.....	3	83	25 94	"	3	83	32 1183	11 11	13 41	24 52	
Elsbet Archibald.....	3	112	60 00	"	3	112	23 2317	20 00	26 26	46 26	
Jane Archibald.....	1	19	9 33	& Ludlow	3	19	32 387	2 54	4 39	6 93	
Rowland Crocker.....	3	112	45 00	"	4	112	44 2228	15 00	26 30	41 30	
E. H. McAlpine A.B.	1	109	72 90	Chatham.....	1	326	181 12640	43 66	143 24	186 90	
Cecelia Alexander.....	1	406	52 05								
K. M. Williston.....	1	111	54 50								
Joanna Lahie.....	2	83	33 34	"	2	83	39 1087	11 11	12 32	23 43	
COUNSELL, T. HENDRY	2	110	147 32	"	3	110	65 2872	14 73	32 55	47 28	
Mary J. Swin.....	2	109	42 08	"	1	107	63 2040	14 33	33 32	47 65	
Maggie McIntosh.....	3	112	35 00	"	5	112	29 1471	15 00	16 67	31 67	
Ella B. McLean.....	3	112	35 00	"	6	112	48 1716	15 00	19 45	34 45	
Maggie S. Gordon.....	2	103	41 38	"	6	103	32 2142	13 79	27 08	41 47	
JAMES N. WATKES.....	1	111	148 66	Derby.....	1	111	47 2354	14 86	26 08	41 54	
Helena Horgan.....	2	112	45 00	"	1	112	66 3081	15 00	34 92	49 92	
Maggie Miller.....	2	112	45 00	"	2	112	30 1428	15 00	16 19	31 19	
Jonathon Garmalt.....	3	112	45 00	"	3	112	45 2282	15 00	25 87	40 87	
Lizzie M. McBeath.....	2	112	45 00	Glenetg.....	1	112	37 1833	15 00	20 78	35 78	
Maggie McDonald.....	2	112	45 00	& Chatham	1	112	54 2628	15 00	29 70	44 70	
Marin C. Baldwin.....	3	97	30 30	"	5	97	19 1207	12 99	13 69	26 68	
John McMin.....	3	80	42 85	"	6	80	21 1043	14 28	11 82	26 10	
Thomas G. McKay.....	3	112	60 00	"	7	112	36 2438	15 00	27 63	42 63	
Robert C. Buw.....	3	112	60 00	"	7	112	46 3792	15 00	42 98	62 08	
C. A. Williston.....	2	84	33 74	"	8	84	25 1391	11 25	15 76	27 01	
Maggie McLean.....	3	112	46 67	Hardwicke.....	1	112	38 2795	20 00	31 68	51 68	
Thomas Caulfield.....	1	112	100 00	"	2	112	48 3195	20 00	36 21	56 21	
Charles Anthony.....	3	112	45 00	"	4	112	21 1306	15 00	14 80	29 80	
Emily F. Fowler.....	3	112	35 00	"	5	112	36 1566	15 00	17 75	32 75	
Charlotte W. C. Hock	3	112	35 00	"	5	112	18 909	15 00	10 30	25 30	
Amelia Wilson.....	3	112	46 67	Ludlow.....	1	112	29 2151	20 00	21 38	41 38	
Mary Orr Flemming	1	102	50 08	"	3	102	20 1394	13 66	14 78	28 44	
Susan B. Pond.....	3	112	46 67	"	4	112	43 3229	20 00	36 59	56 59	
Tea, pd. in York Co.				& Stanley	12A		4 169			1 91	1 91
Michael Phine.....	2	105	56 52	Nelson.....	1	105	112 5381	14 33	60 50	74 63	
Emma Flett, c. r. a.	3	104	16 23								
Pl. E. Morrisay.....	2	112	60 00		2	112	39 1564	15 00	17 72	32 72	
John Hamilton.....	3	112	60 00	"	3	112	43 1902	15 00	21 53	36 53	
Patrick Cunningham.....	4	112	45 00	"	4	112	25 916	15 00	10 39	25 39	
J. Ramesbotham.....	3	92	28 77	"	5	92	31 1147	12 32	14 00	26 32	
Grace E. Gorman.....	3	110	45 83	"	6	110	22 1307	19 64	15 83	35 47	
John McInnis.....	3	112	45 00	"	7	112	28 1204	15 00	13 64	28 64	
Mary A. Tobin.....	2	109	43 79	Newcastle.....	1	109	33 1534	14 60	17 62	32 22	
Charles Stewart.....	3	112	45 00	"	2	112	33 1576	15 00	17 56	32 56	
Anna Swin.....	3	102	32 03	"	2	102	30 1026	11 73	11 63	23 36	
Maggie Phillips.....	3	80	27 81	"	5	80	21 1166	11 92	13 23	25 15	

## COUNTY OF NORTHUMBERLAND.—Continued.

Provincial Grant to Teachers				LOCALITY.		County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	AMOUNT.						
						1	2	3	4	5	6	7
Wm. J. Wilson.....	1	107	\$71 65	Newcastle.....	6	208	118	6173	\$27 92	\$69 96	\$97 88	
Mary J. Russell.....	2	101	40 77									
C. M. Hitchens.....	1	105	141 28									
William Parlee.....	1	105	70 64									
Eliza Hickey.....	1	105	51 80									
Sara J. Sinclair.....	2	105	42 38									
Olivia Parker.....	1	105	51 80	Newcastle.....	7	876	400	22872	117 30	250 21	376 51	
Ada F. M. Knapp.....	1	93	45 66									
Sara J. Reid.....	3	42	1 41									
Eliza Russell.....	1	103	41 38									
William Seivowright	3	42	16 87									
Katie B. Kavanagh.....	3	107	33 44									
Annie McEachern.....	3	91	37 92	Northesk.....	1	91	25	2007	16 24	23 76	40 00	
Annie M. Little.....	3	38	15 83		2	38	13	328	6 78	3 72	10 50	
Mary R. Jamieson.....	3	112	35 00		3	112	16	1463	15 00	16 38	31 38	
Jennie Robinson.....	3	112	35 00		4	112	24	1403	15 00	15 90	30 90	
John Bonayne.....	3	106	12 58		5	106	18	1149	14 19	13 02	27 21	
John Little.....	2	103	55 18		6	103	44	2136	13 79	24 21	38 00	
Mary J. Tait.....	3	101	31 56		7	101	17	670	13 52	7 00	21 12	
Elizabeth Kelly.....	2	112	45 00		9		28	Return too late.				
Maggie McRae.....	3	111	34 69		10	111	48	2083	14 86	23 61	38 47	
Annie McAllister.....	3	91	29 37		11	91	49	2266	12 59	25 68	38 27	
Isabella McIntosh.....	2	107	42 98		12	107	37	1465	14 33	16 60	30 93	
Ellen Burns.....	2	85	34 14		13	85	20	612	11 38	6 94	18 32	
Adelia Ritchie.....	2	112	45 00		14	112	23	1091	15 00	12 36	27 36	
Annie Donohue.....	2	112	45 00		15	112	35	1660	15 00	18 82	33 82	
			32				3,162	162,044	11 20	\$1854 11	\$2917 40	
			5						\$1163 20	\$1854 11	\$2917 40	

## COUNTY OF QUEENS.

Provincial Grant to Teachers				LOCALITY.		County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	AMOUNT.						
						1	2	3	4	5	6	7
Helen Dale.....	2	95	\$38 36	Brunswick	1	95	19	875	\$12 79	\$4 81	\$17 60	
Evelyn Fowler.....	2	110	31 33		2	110	26	910	11 80	5 00	19 80	
Sibyl M. Humphrey.....	3	111	31 69		3	111	15	124	11 86	7 09	21 95	
Abigail Starkey.....	2	112	35 00		4	112	18	1119	15 00	6 15	21 15	
F. William Perry.....	2	110	38 93	Cambridge	4	110	47	2246	14 73	12 45	27 08	
Louisa Bulven.....	3	111	44 50		5	111	44	2808	14 85	15 43	30 29	
George B. Noyers.....	3	112	45 00		6	112	24	1026	15 00	5 63	20 63	
Mary E. Simpson.....	2	112	45 00		7	112	18	1213	15 00	6 66	21 66	

## COUNTY OF QUEENS.—Continued.

Provincial Grant to Teachers.				LOCALITY.		County Fund to Trustees.					
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	AMOUNT.					
						Legally authorized days Schools were opened.	Pupils enrolled.	Grand Total days attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Maggie E. Taylor	2	112	\$45 00	Cambridge	5	112	25	1787	\$15 00	\$9 82	\$24 82
N. Janie Oakley	3	112	46 67	& Waterboro	6	112	32	1328	20 00	7 29	27 29
Balance to Trustees					6	114	28	1704	19 32	9 36	28 68
Frederic L. Straight	2	112	60 00	"	7	112	34	1798	20 00	9 88	29 88
Theodore L. Belyea	3	112	60 00	"	9	112	25	1685	15 00	9 31	24 31
C. D. Lowery	3	111	12 65	"	10	112	57	2262	15 00	12 42	27 42
Wilfred McDonald	3	80	32 34	"	12	68	47	2032	9 11	11 16	20 27
W. P. Strong	2	112	36 43	"	14	112	48	2655	15 00	14 58	29 58
Agnes A. S. Palmer	2	112	45 00	Canning	14	112	9	450	0 00	3 56	3 56
Tea. pd. in Sunb's Co.	3	112	35 00	& Sheffield	2	112	23	1310	15 00	7 20	22 20
Mary C. Miles	3	112	35 00	"	7	112	13	820	15 00	4 51	19 51
Lizzie J. Dykeman	3	112	35 00	"	6	112	48	1863	15 00	10 40	25 40
Theresa J. Palmer	3	112	35 00	"	7	112	38	2558	15 00	12 96	27 96
Mary E. Butler	2	111	44 59	"	8	111	61	3314	14 86	18 21	33 07
Nettie L. Belyea	2	111	44 59	"						2 65	2 65
Balance to Trustees											
Charles L. Barnes	2	112	60 00	Chipman	14	112	35	2538	15 00	9 45	24 45
Agnes H. Murray	3	112	46 67	& Northfield	2	112	36	1914	20 00	10 52	30 52
Jas. F. Vanbuskirk	3	112	60 00	"	3	112	26	1753	20 00	9 63	29 63
Thomas Wright	2	112	60 00	"	1	112	43	1918	15 00	10 54	25 54
Kate Crawford	1	91	44 68	"	5	91	53	2391	12 18	13 14	25 32
Martha E. McQueen	3	111	44 59	"	6	111	43	1685	14 86	9 26	24 12
Angelina Wasson	3	112	35 00	"	8	112	31	1779	15 00	9 79	24 79
Rev. R. Somerville	2	95	50 89	"	11	95	27	1194	12 72	6 56	19 28
Alma F. Wiggins	3	112	35 00	"	12	112	39	2242	15 00	12 32	27 32
C. T. McCutcheon	3	112	60 00	Gagetown	1	112	31	1891	20 00	10 39	30 39
Philip Cox, A. B.	1	112	75 00	"	3	220	105	6173	20 46	33 91	63 37
J. Leslie Smith	2	108	57 86	"	4	95	30	1689	16 96	9 28	26 24
Sophia K. Dorchner	3	95	39 58	"	5	77	18	551	10 31	3 01	13 35
Alex. McLean	2	77	41 25	Do., Cambridge &c	6	112	60	3054	15 00	16 78	31 78
S. H. Estabrooks	2	112	60 00	& Canning	7	112	38	1851	15 00	10 17	25 17
Hannah E. Belyea	3	112	35 00	& Hampstead	8	112	21	1592	15 00	8 75	23 75
Benjamin Hayes	2	112	60 00	& Cambridge	1						
John Nugent	2	112	60 00	Hampstead	2	112	16	750	15 00	4 13	19 13
James Barnes	2	112	60 00	& Gagetown	3	112	17	1353	20 00	7 44	27 44
Eliza Pollen	1	112	73 33	"	4	112	35	1725	15 00	9 48	24 48
Isabella J. Wallace	2	112	45 00	"	5	111	47	2466	14 86	13 55	28 41
Alexander Machum	3	111	74 33	"	6	84	28	1080	11 25	5 93	17 18
Joseph S. Kerr	3	84	33 74	"	8	112	25	1325	20 00	7 28	27 28
L. J. Flournoy	3	112	60 00	"	9	112	30	1110	15 00	7 10	22 10
Eliza J. McConchie	2	112	45 00	"	10	112	30	1252	15 00	6 88	21 88
A. W. Crabb	3	112	45 00	& Petersville	1	109	33	1721	14 60	9 18	23 78
Alfred McDonald	2	109	58 39	Johnston	2	112	27	1485	15 00	8 16	23 16
Sarah E. Haman	2	97	51 96	"	3	97	31	1764	12 99	9 69	22 68
A. C. McDonald	3	81	33 51	"	6	81	25	1361	14 47	7 48	21 95
Janie Thompson	3	97	14 86	"	9	37	21	527	4 05	2 90	7 95
Aminda Straight	2	112	45 00	"	10	112	25	2458	15 00	13 51	28 51
Janie E. McDonald	3	112	35 00	"	11	112	25	1609	15 00	8 08	23 08
William P. Strong	2	47	23 90	"	12	47	25	629	6 29	3 46	9 75
Charissa F. A. Pearce	2	111	44 59	"	13	111	35	1782	14 86	9 79	24 65
Wm. J. B. Pearson	3	112	45 00	"	14	112	36	1433	15 00	7 87	22 87
Jane Muir	2	112	45 00	& Springfield	15	112	34	1483	15 00	8 15	23 15
Hannah S. Pearson	2	112	45 00	"	16	112	18	1541	15 00	8 47	23 47
Tea. pd. in Kings Co.				& Studholm	22		2	149	00 00	0 78	00 78
Isaac N. Thorne	3	58	31 06	Johnston	7	58	10				
George Bogle	3	112	45 00	Petersville	1	112	54	2860	15 00	15 72	30 72
Charlotte Webb	3	112	35 00	"	2	112	13	698	15 00	3 34	18 34
Aminda J. Bacon	3	111	34 69	"	3	111	51	2221	14 86	12 20	27 06
Sarah Waters	3	112	35 00	"	9	112	21	979	15 00	5 38	20 38
W. H. Allingham	2	112	60 00	"	10	112	139	1671	15 00	9 18	24 18



## COUNTY OF QUEENS.—Continued.

Provincial Grant to Teachers				LOCALITY.	County Fund to Trustees.						
					AMOUNT.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were opened.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
William Quinn.....	2	103	\$55.78	Petersville.....	11	103	49	1883	\$13.79	\$10.35	\$24.14
James McCallum.....	3	166	56.77	".....	13	106	58	1788	18.02	9.82	28.74
James W. Perkins.....	3	112	45.00	".....	14	112	58	1521	15.01	8.36	23.36
E. D. Vallis.....	2	112	60.00	".....	15	112	36	1345	15.00	7.49	22.49
William Filley.....	2	112	60.00	".....	17	112	42	1550	15.00	8.52	23.52
James R. Barton.....	3	111	44.59	Waterboro.....	1	111	56	2600	14.86	14.78	29.64
Herbert Cox.....	3	73	29.32	".....	12	73	18	528	9.77	2.90	12.67
Margaret Cox.....	2	112	45.00	".....	4	112	45	2609	15.00	14.83	29.83
Balance to Trustees.....			00	".....		114	60	3078	14.49	6.92	31.41
Adelia A. Barton.....	3	112	35.00	".....	4	112	32	1005	15.00	5.52	20.52
Jane D. Reed.....	1	64	31.42	".....	6	64	21	902	8.57	4.96	13.53
C. D. Lowery.....	3	55	22.70	".....	7	111	38	1877	14.93	10.31	25.24
Thomas M. Wiggins.....	3	111	59.45	".....	8	111	27	1349	19.81	7.41	27.22
John Gale.....	3	100	41.67	".....	9	100	22	1469	17.85	8.07	25.92
Sarah A. Stocomb.....	3	112	35.00	".....	10	112	35	1713	15.00	9.41	24.41
Emma C. McDonald.....	2	112	45.00	Wickham.....	1	112	36	1743	15.00	17.82	32.82
Eva A. Smith.....	2	112	45.00	".....	2	112	24	1181	15.00	6.51	21.51
Edmund H. Belyea.....	1	107	52.54	".....	3	107	18	989	14.33	5.42	19.75
Celia A. Ganon.....	2	112	45.00	".....	4	112	37	1239	15.00	12.31	27.31
Violet E. Bishop.....	3	111	44.79	".....	5	111	39	2005	14.93	11.02	25.95
George Morrell.....	3	112	46.67	".....	8	112	24	1271	20.00	6.99	26.99
Sarah W. Lona.....	1	112	55.00	".....	11	112	20	808	15.00	4.44	19.44
Zene A. McQueen.....	1	112	55.00	" & Springfield.....	11	112	20	964	.....	5.20	5.20
Tea. pd. in Kings Co.....											
			\$3941.08				2,858	145,821	\$125.85	\$801.20	\$297.05

## COUNTY OF RESTIGOUCHE.

Provincial Grant to Teachers				LOCALITY.	County Fund to Trustees.						
					AMOUNT.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were opened.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
ROBERT CHILVERS.....	1	112	\$150.00	Addington.....	1	24	148	8571	\$30.00	\$14.43	\$44.43
Wm. S. Kerr, c. r. a.....	3	20	4.02	".....	2	111	39	1974	14.86	10.23	25.09
Elizabeth Nash.....	3	112	35.00	".....	4	112	37	1634	15.00	8.52	23.52
William Firth.....	2	111	50.46	".....	5	112	39	1500	15.00	14.08	29.08
Mary McIntyre.....	2	112	35.00	".....	6	100	26	1857	17.85	9.73	27.58
Wm. McDonald.....	1	112	45.00	".....	1	112	34	1800	15.00	9.93	24.93
Janet Thompson.....	3	100	41.67	".....	2	104	52	2304	13.93	7.41	26.34
Gavin Hamilton.....	3	112	45.00	Coleborne.....							
Donald McLean.....	2	104	55.71	".....							

## COUNTY OF RESTIGOUCHE.—Continued.

Provincial Grant to Teachers				LOCALITY.	County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
6	5	4	3	2	1	2	3	4	5	6	7
Susan S. Gerrard.....	2 111		\$44 79	Colborne .....	3 111	44	2200	\$14 93	\$11 87	\$26 80	
Mary McMillan.....	2 112		60 00	" & Durham	4 112	25	1960	20 00	10 17	30 17	
John F. Dorothy.....	1 112		75 00	"	8 112	56	2582	15 00	13 38	28 38	
A. Ross, A. B.....	1 112		75 00	Dalhousie.....	1 214	113	6595	28 66	34 18	72 84	
Helen Meahan.....	1 102		50 08	"							
John Cook.....	3 107		42 98	"	1 107	23	1084	14 33	5 63	19 96	
John Chalmers.....	3 112		45 00	"	2 112	33	2572	15 00	12 19	27 19	
Katie McMillan.....	3 112		35 00	"	3 112	25	1267	15 00	6 57	21 57	
Catherine Dickie.....	3 112		46 67	"	4 112	14	1014	20 00	5 26	25 26	
Agnes McCormick.....	3 112		35 00	"	5 112	33	1501	15 00	7 78	22 78	
Mary A. McCarthy.....	3 112		35 00	"	6 112	32	1616	15 00	8 37	23 37	
Peter McIntyre.....	3 112		45 00	"	7 112	27	1615	15 00	8 37	23 37	
Catherine Currie.....	3 108		33 75	"	8 108	37	1719	14 46	8 91	23 37	
Mary A. Porter.....	3 102		42 49	"	9 102	20	856	18 21	4 44	22 65	
Caleb Salt.....	3 105		26 24	"	10 105	44	3224	18 75	16 71	35 46	
George Blackwell.....	3 112		60 00	"	1 112	36	3231	20 00	16 74	36 74	
Jerome Bordenac.....	1 112		150 00	Durham.....	1 112	42	3799	15 00	19 49	34 69	
Christiana Cameron.....	2 112		45 00	"	2 112	66	3412	15 00	17 48	32 48	
Isabella McMillan.....	3 100		24 13	"	4 100	51	2056	14 67	10 46	25 13	
William Dickie.....	3 112		45 00	"	5 112	36	1465	15 00	7 60	22 60	
Catherine Doyle.....	2 112		45 00	"	6 112	52	3773	15 00	19 56	34 56	
Isabella Cameron.....	2 112		45 00	"	7 112	45	2328	15 00	12 07	27 07	
			\$1616 90				1220	70 34	\$470 65	\$236 55	

## COUNTY OF SAINT JOHN.

Prov'l Grant to Teachers. LOCALITY. County Fund to Trustees.

NAME.	Class.			PARISH.	No. of District.			Grand Total days' attendance of Pupils.	AMOUNT.		
	5	4	3		1	2	3		On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Geo. E. Armstrong	2	112	\$60 00	Lancaster.	1	214	92	5240	\$28 65	\$52 60	\$81 31
Amelia E. Baxter	3	102	31 87								
Fred. A. Watson	1	8	5 36								
Geo. A. Inch	1	81	54 24	Lancaster.	2	389	233	15970	52 60	160 50	212 68
Hon. Fradsham	3	100	28 12								
Mary E. McKay	3	105	32 81								
Jane Carrol	3	105	32 81								
M. ALLAN WALL	1	112	150 00	Lancaster.	3	112	49	2118	15 00	21 60	36 60
Mary Kelly	3	111	46 25			4	111	10	1036	19 81	10 42
Amelia S. Hatfield	3	102	35 16	"	6	102	84	5385	22 92	34 14	46 46
Doris Hamilton	3	112	60 00	"	2	112	21	1140	20 00	14 48	34 48
Lecenia English	3	106	44 16	"	5	106	25	1942	18 92	19 53	38 45

## COUNTY OF SAINT JOHN.—Continued.

Prov'l Grant to Teachers.			LOCALITY.		County Fund to Trustees.						
NAME.	Legally authorized days actually employed.		PARISH.	No. of District. Legally authorized days Schools were open.			Grand Total days' attendance of Pupils.	AMOUNT.			
	5	4		1	2	3		On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.	
6	5	4	3	2	1	2	3	4	5	6	7
Robert Evans	3	111	\$59 45	Lancaster	11	111	45	2421	\$11 86	\$24 37	\$36 23
David Kirkpatrick	3	112	45 00	"	12	112	60	2913	15 00	29 29	44 29
B. B. Smyth	2	112	60 00	"							
Rebecca A. Armour	1	109	53 52	Lancaster	13	112	306	20701	59 18	208 16	267 34
Alice C. Sherwood	1	110	54 01	"							
Mary Bowers	3	111	31 65	"							
W. L. Goodwin	1	112	75 00	"	14	112	63	3799	15 00	38 21	53 21
Robert Leonard	1	112	75 00	"	15	112	83	4128	15 00	41 51	56 51
William McNulty	2	112	60 00	"	16	112	59	3297	15 00	32 25	47 25
DANIEL MORRISON	1	101	150 00								
George T. Taylor	1	100	71 63								
Grace Murphy	1	99	54 18								
Jane Cunard	2	101	45 00								
Lizzie Sullivan	3	101	35 00								
Arthur Trueman	1	100	74 63								
Bertie A. McLeod	1	86	46 83								
Margaret Gorham	2	7	3 12								
Amelia J. Laskey	2	100	44 35								
William J. Rolston	1	101	75 00								
M. DeW. Nelson	2	86	78 54								
Bertie A. McLeod	1	14	7 02								
Kate A. Kerr	1	101	55 00								
James Crawford	2	94	55 84								
Andrew McVey	2	6	3 56								
John Brooks	2	101	60 00								
Margaret Gorham	2	36	24 95								
Munde Mosher	1	96	52 27								
Math. Armstrong	2	91	40 51	Town of Portl'd	144	1197	11283	447 92	1199 45	1647 37	
L. McCreary	1	5	2 72								
Jos. H. Morrison	1	94	69 80								
Mary Green	1	96	32 25								
Maggie A. Nisbet	2	95	32 35								
Sarah Taylor	1	96	32 35								
Alicia Green	3	94	32 57								
Mary S. Getchell	2	96	42 77								
Daniel McIntyre	1	92	68 31								
Laura Hughes	2	4	1 78								
John E. Dean	1	100	74 26								
Damien Bourgeois	2	101	60 00								
Jos. A. Wetmore	2	106	59 40								
Jennie Nisbet	2	96	43 00								
Philip Walsh	1	101	75 00								
Chas. J. Brenton	1	90	73 89								
Mary M. Rees	1	101	65 00								
Eliza Wetherill	3	101	35 00								
Eliza M. Smith	2	101	45 00								
C. G. Coster, Ph. D.	1	101	25 00								
Ed. Manning, A.M.	1	101	25 00								
John Harper	1	101	25 00								
C. M. Treadwell	1	101	25 00								
Janet P. Robertson	1	101	25 00								
W. P. Dole, A. B.	1	101	25 00								
David P. Chisholm	1	101	25 00								
Thomas Stothart	1	101	25 00	City of St. John							
Willard A. Smith	1	101	25 00								
Wm. M. McKean	1	101	25 00								
Maggie McFee	1	101	25 00								
Lizzie Denham	1	101	25 00								
S. J. Parkin	1	101	25 00								
Hannah Crawford	1	101	25 00								
Mary Cameron	1	101	25 00								

Town of Portland

334  
raised.

1897

159.83  
raised.

447 92 1199 45 1647 37

City of St. John

## COUNTY OF SAINT JOHN.—Continued.

Prov'l Grant to Teachers.			LOCALITY.		County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	AMOUNT.					
						Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
John Thompson...	1	101	\$75 00								
Elizabeth K. Poole	1	101	55 00								
William M.Hs.	1	101	75 00								
Annie M. McCallum	2	101	45 00								
Eliza O. Jordan...	1	101	55 00								
Bessie C. Otty...	1	101	55 00								
James A. McKeen...	1	101	75 00								
Wm. C. Simpson...	1	101	75 00								
Augusta C. Perkins	1	101	55 00								
Annie Currie...	1	101	55 00								
Henrietta Taylor...	2	101	45 00								
Annie M. Robinson	1	101	55 00								
Andrew Nesbitt...	1	101	75 00								
M. J. Wilkins...	1	101	55 00								
Edwin H. Frost...	2	101	60 00								
E. S. Rutherford...	2	101	45 00								
Catharine Barton...	1	101	55 00								
Anna H. Wilson...	2	101	45 00								
Rachel C. Howard...	2	101	45 00								
Jennie Bell...	2	101	45 00								
Elizabeth Estey...	1	101	55 00								
Teresa Carleton...	2	101	45 00								
James Sugrue...	2	101	60 00								
Kate Sugrue...	1	101	55 00								
Hepzibah Chipman	2	101	45 00								
Margt. J. Williams	2	101	45 00								
Maggie C. Sharpe...	2	101	45 00								
John McAlister...	1	101	75 00								
Maggie A. Watts...	1	81	44 11								
Emma Alden...	1	20	10 89								
Bessie H. Boyd...	1	101	55 00	City of St. John							
Anna B. Frost...	2	101	45 00								
Isabel Humphreys...	2	101	45 00								
John Finen...	1	101	75 00								
Mary Gregg...	2	101	45 00								
Mary A. Carleton...	1	101	55 00								
Addie Chamberlain	1	101	55 00								
Annie M. Carter...	1	101	55 00								
Abigail A. Williams	1	101	55 00								
Lydia E. Williams...	1	101	55 00								
Amelia Duval...	1	101	55 00								
Charlotte Baldwin...	1	101	55 00								
Isrl. T. Richardson	3	101	45 00								
Rebecca S. Floyd...	2	101	45 00								
Annie Murray...	1	101	55 00								
Daniel M. Sterns...	1	101	75 00								
Stanley G. Olive...	2	101	60 00								
Annie M. Hen...	1	101	55 00								
William Bennett...	2	101	60 00								
Fred. C. Allison...	2	101	60 00								
Sara E. Wood...	2	101	45 00								
Minnie B. Everett...	2	101	45 00								
Maria Theol...	1	101	55 00								
Maggie Stothart...	2	101	45 00								
Lucie Currie...	1	101	55 00								
John Montgomery...	1	101	75 00								
Junia D. Sprague...	3	101	45 00								
Thomas W. Street...	1	101	75 00								
Sara E. Whipple...	1	101	55 00								
George E. Baxter...	1	101	75 00								
M. M. McWilliams	2	101	45 00								





## COUNTY OF SUNBURY.

Provincial Grant to Teachers LOCALITY County Fund to Trustees.

NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
1	2	3	4	5	6	7	8	9	10	11	12
Jacob Byron Grant.....	2 112	840 00	Blisville	3 112	65	8256	415 00	25 72	40 72		
Charles Luncheon.....	3 112	45 00	"	5 112	33	1365	15 00	10 79	25 79		
Elizabeth Hoyt.....	3 112	35 00	"	5 112	37	1942	15 00	15 34	30 34		
Annie Munroe.....	3 111	44 79	"	6 111	24	1417	14 93	11 20	26 13		
Olive J. T. Bailey.....	3 112	45 00	"	7 112	17	1400	15 00	11 06	26 06		
Elide J. Alexander.....	3 112	46 67	"	15 112	26	1978	20 00	15 62	35 62		
Georgie A. Hoben.....	3 92	28 75	Burton	1 92	13	793	12 32	6 26	18 58		
Charlotte L. Street.....	12 100	43 99	"	2 100	25	1196	14 67	9 45	24 12		
Enoch Thompson.....	12 100	57 05	"	4 100	80	4102	14 26	32 41	46 67		
Sarah E. Alward.....	3 112	35 00	"	5 112	27	1231	15 00	9 73	24 73		
Carrie Alexander.....	1 94	46 15	"	3 94	35	2207	12 59	17 43	30 02		
Elizabeth C. Secord.....	3 112	45 00	"	8 112	36	2863	15 00	22 62	37 62		
John Forbes Peters.....	3 100	40 17	"	11 100	45	1834	13 39	14 49	27 88		
Louisa S. Kelly.....	3 108	33 75	"	12 108	24	1405	14 46	11 10	25 56		
Amelia J. Holt.....	3 95	30 59	"	13 95	32	2112	16 96	16 73	33 69		
H. M. Stramberg, A. B.	1 95	84 38	Gladstone	8 112	69	3461	45 00	27 31	72 31		
P. W. Campbell, A. B.	1 40	65 62	"								
Phoebe A. Hartt.....	3 110	34 37	"	9 110	12	819	14 73	6 47	21 20		
Andrew Smith.....	3 63	25 31	"	10 94	22	1263	12 66	9 98	22 64		
Mrs. A. Kerrigan.....	2 111	12 45	"	12 111	13	606	14 86	4 78	19 64		
Arminia D. Bailey.....	3 112	35 00	"	13 112	23	1240	15 00	9 80	24 80		
Annie J. Hartt.....	3 110	34 37	Lincoln	1			15 years too late				
Mina Webb.....	3 112	35 00	"	3 112	2	231	15 00	20 80	35 80		
Mary E. Grass.....	3 112	35 00	"	5 28	30	328	3 45	2 59	6 34		
Alex. McLauchlan.....	1 28	18 75	"	1A	6	392		2 39	2 39		
Tea, paid in York Co.	3 95	38 16	Do. & New Mary'd	1 95	35	1550	12 72	16 67	29 39		
Duncan London.....	1 112	125 00	Maugerville	2 112	31	2102	15 00	16 61	31 61		
George Stewart.....	3 110	44 19	"	3 110	27	1191	14 73	11 80	26 53		
George McEwin.....	3 99	53 03	" & St. Mary's	4 99	10	1061	17 68	8 39	26 07		
Alexander Lawson.....	1A		North'd & Chipm'n	25	1003			7 92	7 92		
Tea, pd. in Queens Co.	2 112	60 00	"	2 112	39	1445	15 00	11 42	26 42		
John P. Stuart.....	3 80	32 14	"	3 80	30	1411	10 71	11 15	21 86		
Edward Henderson.....	3 112	00 00	"	5 112	37	2018	20 00	23 05	43 05		
John Clark.....	1A	106 15	Sheffield & Canning	7 112	42	2405	14 19	5 95	20 14		
Archibald N. Clark.....	1 105	70 64	"	2 215	54	3003	18 86	24 44	53 30		
Bed. H. Smith, A. B.	3 110	44 19	"	3 76	24	1006	10 18	7 95	18 13		
Frances Crawford.....	1 112	35 00	"	1 112	35	2615	15 00	20 66	35 66		
Leverett S. Randall.....	1 65	58 03	"	6 65	34	1429	11 60	11 29	22 89		
Fred. N. Wellings.....	2 112	45 00	"	7 112	42	2405	15 00	22 95	37 95		
A. McVitt Taylor.....											
Eliza A. Perley.....											

SUNBURY

1888

64 241

575 25

4 08 35

3 30

## COUNTY OF VICTORIA.

Provincial Grant to Teachers				LOCALITY.		County Fund to Trustees.				
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	AMOUNT.				
						Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.
1	2	3	4	5	6	7	8	9	10	11
Mary A. Truwell	112	72	\$28 92	Andover	1	72	33	874	\$9 64	\$6 42
Anniet. Slood	112	35 00			2	112	35	1108	15 00	8 13
Priscilla E. Foster	1	78	104 46	"	3	78	64	2710	10 44	19 89
Priscilla E. Brown	2112	45 00		"	4	112	39	1906	15 00	13 99
Richard Ahern	1	72	48 21	"	5	125	55	2216	19 02	16 26
Catherine J. Everett	3	34	16 56	"	6	104	16	1399	18 57	10 26
William Thelinson	3	104	55 71	"	5	112	23	857	6 29	6 29
Tea. pd. Carleton Co.	3	112	35 00	& Wicklow	11	112	27	1414	15 00	10 38
Lavinia Murphy	3	112	46 67	Drummond	11	112	49	2967	20 00	19 57
Minnie J. Leslie	2	98	39 37	Gordon	1	98	57	2810	13 12	20 62
Mary L. Watson	3	112	35 00	"	5	112	32	1420	15 00	10 42
Mrs. Benj. Reid	3	112	35 00	"	2	112	37	1122	15 00	8 23
Ellen M. Bishop	3	112	35 00	Grand Falls	3	112	42	1739	15 00	12 69
Mary A. Henderson	3	112	35 00	"	5	112	29	1871	20 00	13 74
Elizabeth Everitt	3	112	35 00	"	7	170	106	4432	22 76	32 53
Florence A. Murphy	3	112	35 00	"	9	109	21	1113	14 69	8 17
William Kirlin	3	112	35 00	"	2	112	18	1627	20 00	11 33
M. A. E. Hammond	3	112	35 00	"	6	111	57	3185	14 86	23 39
Dora E. Everett	3	112	35 00	"	1	111	52	2499	14 93	18 15
James McCrea	3	111	39 45	"	3	111	39	3873	19 81	28 42
Mrs. M. E. Watson	3	111	44 59	"	9	111	34	2940	14 86	44 97
Mary E. Blake	3	111	44 59	"	10	61	23	938	8 17	6 88
Margaret Scott	3	111	44 59	"	10	61	23	938	8 17	6 88
James Walker	3	111	44 59	"	10	61	23	938	8 17	6 88
William Massie	3	111	44 59	"	10	61	23	938	8 17	6 88
Edward Bruce	3	111	44 59	"	10	61	23	938	8 17	6 88
			\$1025 72				921	44 278	\$336 14	\$224 91
										\$266 05

es.

Total amount from County Fund.

7

40 72  
 25 79  
 30 34  
 26 13  
 26 06  
 35 62  
 18 58  
 21 12  
 16 57  
 21 53  
 30 02  
 37 62  
 27 88  
 25 56  
 33 69  
 12 34  
 21 29  
 22 64  
 19 64  
 21 80  
 35 80  
 6 34  
 2 39  
 21 39  
 31 61  
 26 53  
 26 07  
 7 92  
 26 42  
 21 86  
 43 05  
 20 14  
 53 30  
 18 13  
 35 66  
 22 89  
 37 37

## COUNTY OF WESTMORLAND.

Provincial Grant to Teachers				LOCALITY.	County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were opened.	Pupils enrolled.	Grand Total days attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
G	5	4	3	2	1	2	3	4	5	6	7
Joseph Read.....	3	112	\$45 00	Botsford.....	1	112	34	1502	\$15 00	\$17 35	\$32 35
James G. Atkinson.....	3	112	45 00	"	2	112	52	1356	15 00	15 07	30 07
William J. Stephens.....	3	112	45 00	"	3	112	49	1897	15 00	21 08	36 08
Benjamin Corrigan.....	3	112	60 00	"	5	112	29	1376	15 00	15 29	30 29
Arthur W. Bent.....	3	112	45 00	"	6	112	56	1948	15 00	21 65	36 65
Susan Silliker.....	3	112	35 00	"	7	112	28	781	15 00	8 68	23 68
Rosannah Allen.....	3	112	35 00	"	8	112	33	1614	15 00	17 94	32 94
Jane Jones.....	3	112	35 00	"	9	112	43	1809	15 00	20 77	35 77
Samuel C. Murray.....	3	112	60 00	"	12	112	41	2173	15 00	27 47	42 47
Isador Read.....	3	112	46 67	"	14	112	42	2301	20 00	25 56	45 56
Enoch B. Phelan.....	3	112	60 00	"	15	112	66	3176	15 00	35 28	50 28
JOHN N. WELLS.....	3	112	150 00	"	16	112	58	3483	15 00	38 70	53 70
George B. Phelan.....	3	112	60 00	Dorchester.....	1	112	31	2056	15 00	22 81	37 81
S. H. PARSONS, A. B.....	3	112	150 00	"							
F. G. Chapman, c.r.a.....	3	112	22 50	"	2	219	156	6771	29 33	75 22	104 55
Clara P. Atkinson.....	3	107	52 54	"							
Bertha J. Cook.....	3	100	41 66	" & Sackville	4	100	30	1623	17 85	18 03	35 88
Melinda Hicks.....	3	112	45 00	"	5	187	77	2391	25 04	26 57	51 61
Lizzie S. Reid.....	3	75	23 44	"	9	112	41	3083	20 00	34 25	54 25
John Reid.....	3	112	80 00	"							
Balance to Trustees.....				"							
A. D. W. Knapp.....	3	111	44 59	"	14	111	56	3127	10 18	22 25	30 43
Marg. J. Glennie.....	3	89	27 81	"	18	89	21	934	11 32	10 38	22 30
Mary Wright.....	3	57	23 74	"	20	57	34	732	10 17	8 13	18 30
Thos. C. Chapman.....	3	110	58 93	"	21	110	71	4663	14 73	51 14	65 87
Enrico Freeman.....	3	112	35 00	"	22	112	18	1165	15 00	12 95	27 95
Mary Howard.....	3	106	33 12	Moncton	1	106	47	2153	14 19	23 92	38 11
Kate Harris.....	3	107	34 44	"	2	107	52	1888	14 33	15 12	29 45
S. J. JENNIS, A. B.....	3	112	50 00	"							
James E. McCurdy.....	3	112	75 00	"							
Delancy M. Trites.....	3	112	60 60	"							
Catharine Hennessey.....	3	112	55 00	"							
Laura A. Seaman.....	3	112	55 00	"							
Helen Harvey.....	3	88	27 50	Moncton	5	80	180	2805	111	16 321	12 432 28
Caroline Trenholm.....	3	107	33 41	"							
Margaret De Vere.....	3	75	30 13	"							
Mary Keenan.....	3	112	45 00	"							
Andrew R. Galloway.....	3	112	60 00	"							
Balance to Trustees.....			00 00	"							
Isabella M. Wright.....	3	20	14 21	"	10	109	63	3376	14 60	39 73	54 33
Mary M. McCarthy.....	3	80	39 28	"							
Neil McDougall.....	3	112	45 00	"	11	112	39	1788	15 00	19 54	34 54
Ernest J. Darrin.....	3	112	40 00	"	12	112	17	1621	20 00	18 01	38 01
Sarah McSweeney.....	3	111	51 50	"	13	111	32	1731	14 86	19 22	34 08
John Keenan.....	3	112	60 00	"	14	112	91	4771	15 00	63 04	68 04
Willie W. Keith.....	3	112	60 00	"	15	112	31	2860	20 00	28 67	48 67
Lavinia McLatchey.....	3	112	45 00	"	16	112	47	2867	15 00	25 18	40 18
B. Y. Somers.....	3	87	35 88	"	17	87	32	1638	11 96	10 65	22 61
Robert McLatchey.....	3	112	35 00	"	18	112	58	2190	15 00	23 76	38 76
Carrie A. Keith.....	3	112	35 00	"	19	112	42	1684	15 00	18 71	33 71
James R. Sullivan.....	3	110	58 93	"	20	110	58	2052	14 73	22 80	37 53
Mary Wood.....	3	20	8 23	"	22	20	19	267	3 57	2 97	6 54
Chandler Seaman.....	3	112	60 00	Sackville	1	112	24	1552	20 00	17 25	37 25
James C. King.....	3	103	68 97	"	2	103	63	3547	13 79	39 40	53 19
Edna C. Maxwell.....	3	107	44 59	"	3	107	37	3614	19 10	29 63	48 73
James H. Wilkins.....	3	112	80 00	"	4	112	25	2001	20 00	22 29	42 29
Mary R. Towse.....	3	95	28 16	"	5	95	40	1829	12 74	20 42	33 16
Jennie Moore.....	3	79	28 97	"	6	79	70	1801	11 52	20 08	32 20
Geora A. W. Buck.....	3	112	45 00	"	7	112	46	2354	15 00	26 14	41 14
Mary O. Barnes.....	3	112	46 67	"	8	112	19	1189	20 00	16 54	36 54

## COUNTY OF WESTMORLAND.—Continued.

Provincial Grant to Teachers				LOCALITY.		County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	AMOUNT.						
						Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.	
6	5	4	3	2	1	2	3	4	5	6	7	
George J. Oulton.....	1	110	\$73 66	Sackville.....	9	218	234	10854	\$29 19	120 58	149 77	
S. C. Wilson, c. r. a.....	3	104	16 25									
James S. Tait.....	3	108	43 38									
Mary A. Lyons, c. r. a.....	1	108	26 51		10	112	41	1477	15 00	16 40	31 40	
Eliza Wheaton.....	3	112	35 00									
Thomas A. Kinnear.....	1	111	74 33	".....	11	220	150	7144	29 46	79 36	108 82	
Julia Hicks, c. r. a.....	3	110	17 19									
Mittie Barnes.....	1	110	53 52									
Alice H. Fawcett.....	3	112	35 00		12	112	51	2736	15 00	30 39	45 39	
George M. Cook.....	3	110	58 93		13	110	82	2172	14 73	24 13	38 86	
Elizabeth Hamilton.....	3	112	46 67	Salisbury.....	15	112	24	1803	20 00	20 03	40 03	
John P. LaRene.....	1	111	148 66									
James Siddell.....	3	111	44 59		1	333	180	7022	44 60	78 61	122 61	
Bertha A. Curry.....	2	111	44 59									
James L. Herrett.....	3	111	44 59		2	111	28	1538	14 86	17 08	31 94	
Marion Wilson.....	1	112	55 00	".....	3	112	29	1914	15 00	21 27	36 27	
Carrie A. Steadman.....	3	110	34 37		4	110	23	1196	14 73	13 33	28 06	
Manley C. Steadman.....	3	112	45 00		5	112	12	815	15 00	9 06	24 06	
Samuel A. Webb.....	1	112	75 00		7	112	72	3450	15 00	38 33	53 33	
Monty W. Wilson.....	3	47	25 17		9	47	38	1216	8 38	13 51	21 89	
Mary Henry.....	1	111	72 66	".....	10	111	24	1761	19 81	19 57	39 38	
Kernahappuck Duffy.....	3	112	16 67		11	112	35	2835	20 00	31 50	51 50	
Lewis S. Pickett.....	2	111	59 46		12	111	39	1972	14 86	21 92	36 78	
James Plume.....	3	100	53 56		13	100	39	2546	17 86	28 28	46 13	
Jennie J. Hour.....	3	110	45 83		14	110	28	2316	19 64	25 74	45 38	
David Horseman.....	2	112	60 00	& Havelock	15	112	26	1594	15 00	17 71	32 71	
James McGorman.....	3	111	44 59		16	111	64	3234	14 86	36 26	51 12	
Rachel Baskin.....	2	46	18 48		17	46	44	997	6 16	11 08	17 24	
Amelia Humphreys.....	3	102	31 87		19	102	48	1737	13 66	19 30	32 96	
Hanford Keith.....	3	112	45 00		21	112	43	2204	15 00	25 49	40 49	
Bessie Blackmore.....	3	71	29 80	& Havelock	22	71	38	1655	12 77	18 61	31 38	
Thomas Addy.....	1	17	22 76									
Bamford W. Duffy.....	1	35	127 22									
Amanda J. Colpitts.....	2	92	36 96		24	204	133	7365	27 32	81 82	109 14	
D. B. White.....	1	112	75 00									
William Loring.....	2	106	73 71	Shediac.....	10	142	235	13743	64 19	153 12	217 31	
Mary Steadman.....	2	112	45 00									
Sophia M. Nesbit.....	1	112	55 00									
William A. Barnes.....	1	112	150 00		11	112	49	2892	15 00	23 24	38 24	
Benjamin A. Herrett.....	2	112	80 00		12	112	49	2893	20 00	32 03	52 03	
James Doyle.....	2	112	60 00	Westmorland	1	112	72	3236	15 00	26 17	51 17	
Marg. A. Teackles.....	2	112	45 00		2	112	78	4548	15 00	50 47	65 47	
Rufus W. Gooden.....	1	112	75 00		3	112	63	2753	15 00	30 61	45 61	
Ernest Wall.....	3	100	40 37		5	100	75	2867	13 46	31 19	44 65	
Charles E. Lund.....	2	103	55 18		6	103	61	2827	13 79	31 41	45 20	
W. James Clark.....	3	112	45 00	".....	7	112	49	2854	15 00	31 71	46 71	
Julia West.....	3	112	35 00		8	112	70	4406	15 00	48 95	63 95	
John Millidge Cook.....	3	111	59 45		9	111	22	1027	19 85	18 08	37 93	
William Forbair.....	3	112	60 00		10	112	26	2837	20 00	20 30	40 30	
Anna Clerland.....	2	112	60 00		4	112	39	2125	20 00	26 94	46 94	
			\$5946 01				5022	271864	\$1579 14	\$282 11	\$440 25	

## COUNTY OF YORK.

Provincial Grant to Teachers				LOCALITY.		County Fund to Trustees.					
NAME.	Class.	Locally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
									On account of Teachers employed.	On account of average attendance of Pupils.	
6	5	4	3	2	1	2	3	4	5	6	
Sarah Burpee.....	2	111	\$44.50	Bright.....	1	111	32	1690	\$14.86	\$8.19	\$23.05
CHAS. B. WATHAN.....	1	112	130.00	".....	3	112	51	2747	15.00	13.55	28.55
Mary A. Colter.....	2	112	45.00	".....	4	112	33	2747	15.00	11.23	26.23
Kate L. Johnston.....	3	112	35.00	".....	5	112	43	2162	15.00	10.66	25.66
Thomas Harrison.....	3	110	38.93	".....	6	110	48	2306	14.73	16.30	31.03
Eliza M. Carter.....	3	112	35.00	".....	7	112	48	2107	15.00	11.87	26.87
Mary A. Jones.....	3	112	46.67	".....	7	112	41	3823	20.00	18.92	38.92
John Watson.....	2	85	45.23	".....	8	70	28	1157	9.37	5.71	15.08
James Wallis.....	2	85	45.23	".....	10	85	24	946	11.38	4.67	16.05
Mary C. Slipp.....	3	110	44.50	Canterbury.....	1	56	16	556	7.50	2.84	10.34
Jane Bore.....	2	112	45.00	".....	3	110	48	2472	14.73	12.19	26.92
Emily A. Hayes.....	1	90	60.26	".....	3	112	31	1638	15.00	8.10	23.10
David P. Harris.....	3	112	45.00	".....	4	90	51	2472	12.05	12.19	24.24
John Furlong.....	3	112	45.00	".....	5	112	38	1845	15.00	9.10	24.10
Mary Jane Wan.....	3	112	45.00	".....	6	112	35	327	9.47	2.39	11.86
Adelia Carpenter.....	3	112	45.00	".....	6	112	30	1276	15.00	6.29	21.29
Joan M. Mundy.....	2	112	45.00	".....	8	221	99	5423	30.00	26.74	56.74
Margaret Lunnin.....	3	112	45.00	".....	9	112	55	2628	15.00	12.02	27.02
Samuel Wright.....	3	112	46.67	".....	10	112	33	2336	20.00	11.52	31.52
Mary E. Moore.....	3	108	33.75	".....	11	108	42	1897	14.46	9.80	24.26
Phebe A. Patterson.....	3	112	46.67	".....	12	112	37	2045	20.00	10.08	30.08
Cath. J. Loughran.....	3	110	28.74	".....	13	112	35	1776	12.32	8.75	21.07
Hannah Davidson.....	2	111	50.16	".....	14	111	35	1868	14.86	19.67	34.53
W. W. McGeorge.....	3	111	44.79	".....	15	111	41	1869	14.93	9.21	24.14
Amie Ferrill.....	3	96	40.00	".....	17	112	32	1776	12.32	8.75	21.07
John Horne.....	1	111	71.33	".....	19	111	38	3068	14.86	15.12	30.08
Charles F. Lybba.....	3	112	35.88	".....	21	112	37	1776	12.32	8.75	21.07
Martha McLaughlin.....	3	112	35.00	".....	21	112	37	1776	12.32	8.75	21.07
John O'Hara.....	3	112	35.74	".....	22	112	37	1776	12.32	8.75	21.07
Tea. Col. Carleton Co. ....	3	111	48.26	W. Woodstock	23	111	72	3878	14.86	19.12	34.08
George D. Carleton Co. ....	2	111	60.00	".....	23	111	72	3878	14.86	19.12	34.08
Aaron S. Hart.....	2	112	60.00	".....	23	112	71	3547	15.00	17.48	32.48
Julia R. Bateman.....	1	87	42.22	".....	23	112	61	3547	15.00	17.48	32.48
Rachel Watson.....	3	109	31.06	".....	23	112	61	3547	15.00	17.48	32.48
Mary Ann Yerva.....	3	105	30.31	".....	4	109	35	1811	14.60	8.93	23.53
Martha A. Pelton.....	3	105	32.97	".....	5	105	35	1890	8.70	9.32	18.02
Barbara J. Cliff.....	3	112	35.00	".....	6	103	33	1441	14.43	5.62	19.75
Miss R. Keane.....	3	110	43.62	".....	7	112	31	1125	15.00	5.74	20.74
Cyrus Perkins.....	3	112	29.91	".....	9	113	31	2808	15.00	13.81	28.81
Henry M. Jewett.....	3	112	38.01	".....	10	108	27	1532	10.35	7.55	17.91
Charles H. Jacob.....	2	112	60.00	".....	11	112	45	2373	15.00	11.20	26.20
Al. R. Keen.....	3	112	31.29	".....	12	109	28	1087	10.53	5.36	15.89
Eleonor Wright.....	3	112	35.00	".....	13	112	32	1032	14.00	5.00	19.00
Helen M. Adams.....	3	112	36.67	".....	14	112	37	1231	20.00	6.07	26.07
John R. Egan.....	1	111	74.43	".....	15	111	42	1332	14.86	6.67	21.53
John Lynch.....	2	112	80.00	".....	16	112	35	2265	20.00	10.87	30.87
W. H. Pelton (dece'd).....	3	89	35.75	".....	17	89	35	2281	11.92	11.25	23.17
William H. Hancy.....	2	112	60.00	Dumfries	1	112	37	2002	15.00	9.87	24.87
C. Fred Carpenter.....	3	112	29.32	".....	2	112	35	1718	9.77	3.74	13.51
Henry A. Perkins.....	3	109	33.79	".....	3	109	37	2574	14.60	12.60	27.20
Anna L. Bartley.....	2	112	45.00	".....	4	112	35	2611	15.00	12.85	27.85
Mary M. Yerva.....	2	112	45.00	".....	5	112	37	1912	15.00	9.78	24.78
Margie C. Roberton.....	1	113	28.75	".....	6	113	17	1776	12.32	8.75	21.07
Charles White.....	1	113	28.75	".....	6	113	17	1776	12.32	8.75	21.07
Thomas Doherty.....	2	112	60.00	".....	7	74	41	1807	9.77	8.89	18.66
Sarah A. Hancy.....	2	112	60.00	".....	8	112	16	991	20.00	5.70	25.70
Balance to Trustees.....				".....	22			161			
Geo. R. Perkins A.M. ....	4	102	75.00	".....							
David Wilson A.R. ....	1	113	1.68	City of Fredericton							
H. M. Strumberg A.R. ....	1	113	1.68	".....							

## COUNTY OF YORK.—(Continued.)

Provincial Grant to Teachers				LOCALITY.	County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
G. W. Fenwick, A.B.	1	102	\$75 00	City of Fredericton.....							
L. Jane Gregory.....	1	102	55 00								
F. P. Rivet.....	1	102	75 00								
Mrs. E. M. Hazen.....	1	51	27 50								
John L. McInnis.....	1	102	75 00								
M. Alice Clark.....	1	87	46 91								
George H. Miner.....	3	15	6 62								
Mary N. Jacob.....	1	102	55 00								
Jonna Peters.....	1	102	55 00								
Louisa Pickard.....	1	102	75 00								
Frances N. Seclay.....	2	102	45 00								
Edwin T. Miller.....	1	102	75 00								
Ellen F. Peake.....	2	44	19 55								
Elizabeth R. Seovil.....	1	58	31 27								
Harriet C. Magee.....	1	44	23 93								
E. P. Flewelling.....	1	57	41 92								
Amelia Atherton.....	1	102	55 00								
Eva Atherton.....	2	102	45 00								
Ella L. Thorne.....	1	102	55 00								
Cath. H. Tweedie.....	1	100	54 46								
E. A. Minard.....	1	102	55 00								
Caleb A. Yandall.....	2	102	60 00								
Lizzie Yandall.....	2	102	45 00								
Susie Perley.....	1	102	55 00								
Minnie E. McKay.....	2	101	44 55								
Frances L. Ross.....	1	99	48 61	Kingsclear.....	1	99	51	2446	\$13 26	\$12 06	\$25 32
Margie L. Alexander.....	2	111	44 59	"	2	111	44	3126	14 86	15 42	30 28
Brunswick W. Fox.....	3	110	44 19	"	4	110	39	2184	11 73	10 77	22 50
Melinda A. Barker.....	3	107	33 44	"	6	107	26	1988	14 33	9 32	23 65
Saml. D. Alexander.....	7	112	32	"	7	112	32	3184	20 00	15 10	35 70
Charles Thomas.....	9	112	60 00	"	9	112	34	1849	20 00	9 12	29 12
Mary Currie.....	10	112	35 00	"	10	112	49	1905	15 00	9 39	24 39
Jennie H. Estey.....	11	112	46 67	"	11	112	18	1693	20 00	8 20	28 20
John Timmins.....	1	111	44 59	Manners-Sutton.....	1	111	35	882	14 86	4 35	19 21
SAM. A. COUILLARD.....	2	105	127 16	"	2	105	66	2628	14 13	12 96	27 09
Louisa J. Duffy.....	3	76	23 91	"	3	76	27	1055	10 25	5 20	15 45
Thomas Davidson.....	4	73	29 32	"	4	73	27	800	9 77	4 39	14 16
Mary S. Kene.....	5	112	35 00	"	5	112	33	1155	15 00	5 70	20 70
Mary Belle Perley.....	6	110	44 19	"	6	110	40	1806	14 73	8 91	23 64
Wm. M. Hamilton.....	2	109	58 39	"	8	109	40	1957	14 60	9 65	24 25
Sarah E. Turner.....	9	112	35 00	"	9	112	15	924	15 00	4 56	19 56
Mary Helen Loring.....	10	112	46 67	"	10	112	17	1035	20 00	5 10	25 10
Fannie A. Rogerson.....	11	112	46 67	"	11	112	16	937	20 00	4 62	24 62
David L. Gaunce.....	1	108	43 38	New Maryland.....	1	108	35	1498	14 46	7 39	21 85
Mary MacKenzie.....	2	112	35 00	"	2	112	37	1851	15 00	9 13	24 13
Arthur Chas. Bulley.....	3	101	54 09	"	3	101	25	1700	18 03	8 38	26 41
Olivia Barker.....	1	112	35 00	" & Lincoln	1	112	22	1255	15 00	6 19	21 19
Matilda Graham.....	2	94	37 76	Prince William.....	1	94	31	1353	12 59	6 67	19 26
Isabel Anderson.....	2	112	45 00	"	2	112	28	1979	15 00	9 76	24 76
Mary A. Marsh.....	3	112	35 00	"	3	112	27	1714	15 00	8 45	23 45
Alice E. Fraser.....	4	112	45 00	"	4	112	39	2084	15 00	10 28	25 28
Mary E. Adams.....	5	112	55 00	"	5	112	43	1743	15 00	8 60	23 60
Edith J. Bulley.....	6	111	50 45	"	6	111	27	1903	19 81	9 38	29 19
Daniel Fiske.....	7	112	60 00	"	7	112	57	3804	15 00	19 26	34 26
John E. McCutcheon.....	8	112	80 00	"	8	112	15	1853	20 00	9 14	29 14
Susie A. Hendry.....	10	93	37 36	"	10	93	33	1763	12 45	8 55	21 00
Hannah A. Barker.....	1	112	35 00	Queensbury.....	1	112	31	2276	15 00	11 22	26 22
Georgia Kelly.....	2	112	45 00	"	2	112	19	1693	15 00	8 20	23 20
Judson G. Manzer.....	3	112	60 00	"	3	112	31	1940	15 00	9 57	24 57
Thomas E. Ferguson.....	4	109	58 39	"	4	109	50	2580	14 60	12 73	27 33
FRANK H. HAYES.....	5	112	125 00	"	5	112	44	2061	15 00	13 12	28 12



## COUNTY OF YORK.—Continued.

Provincial Grant to Teachers.				LOCALITY.	County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	AMOUNT.					
						Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Anthony Nobles.....	2	112	60 00	Queensbury .....	6	112	34	2220	\$15 00	\$10 95	\$25 95
Pernelia J. Christy.....	2	112	45 00	" .....	8	112	41	2352	15 00	11 60	26 60
Martha Hood.....	2	111	44 50	" .....	11	111	27	1898	14 86	9 36	24 22
Electra Atherton.....	3	110	34 37	St. Mary's.....	1	110	33	4808	14 73	8 91	23 64
Anna M. Hanson.....	2	112	45 00	" .....	1	112	40	1544	15 00	13 53	28 53
Jeremiah Meagher.....	1	107	71 65	" .....	2	307	169	10249	27 29	50 54	77 83
Louisa F. Morgan.....	1	100	49 35	" .....	3	322	132	8180	44 52	40 34	84 86
W. Temple Day.....	1	112	150 00	" .....	4	105	55	2494	14 06	12 30	26 36
Alfreda L. Marsters.....	1	111	54 75	" .....	4	112	3	234	1 15	1 15	2 30
Alice E. Perley.....	2	109	43 79	Do. & Mauderville	5	112	54	2506	15 00	12 36	27 36
R. Grenville Day.....	2	105	56 25	St. Mary's.....	6	111	30	1389	14 86	6 85	21 71
Tea, pd. in Sunb'y Co.	2	112	60 00	" .....	7	112	53	2585	15 00	12 75	27 75
Rob. M. Dennison.....	2	111	44 50	" .....	8	112	38	1924	15 00	9 49	24 49
Margaret Clanfield.....	2	112	60 00	" .....	10	111	40	2820	19 81	14 40	34 21
Albert Perkins.....	1	112	55 00	" .....	11	112	16	1543	20 00	7 61	27 61
Mary McBean.....	3	111	59 45	" .....	12	108	42	2105	14 53	10 38	24 91
Cornelius Linnell.....	3	112	60 00	" .....	13	112	75	3034	15 00	14 96	29 96
James Hendry.....	2	108	43 58	" .....	14	112	38	2060	20 00	10 16	30 16
S. Grace Young.....	2	112	45 00	Southampton.....	1	111	55	3427	14 86	16 90	31 76
Mary E. Young.....	3	111	44 50	" .....	4	112	45	2883	15 00	13 12	28 12
Eliza M. Young.....	3	112	46 67	" .....	5	112	20	1333	10 64	6 57	16 61
Henry Town.....	3	111	44 50	" .....	6	112	24	1398	15 00	6 89	21 89
John W. Freeman.....	2	112	60 00	" .....	7	112	32	449	5 92	2 20	7 82
C. L. Brown.....	3	112	35 00	" .....	8	112	50	2364	15 00	11 65	26 65
Bertha J. Hartley.....	3	112	35 00	" .....	9	101	33	1326	13 52	6 34	20 06
Emeline D. Hayes.....	3	112	35 00	" .....	10	112	27	1913	15 00	9 44	24 44
Cecelia McCallum.....	2	101	40 57	" .....	17	112	30	2265	20 00	11 17	31 17
Annie Johnston.....	3	112	35 00	Stanley.....	1	100	38	1265	13 46	6 25	19 71
Emma Carroll.....	3	112	35 00	" .....	2	112	44	3665	20 00	18 00	38 00
Celia E. Jones.....	3	112	35 00	" .....	3	224	133	7441	30 00	36 73	66 73
Maggie E. Chapman.....	3	112	35 00	" .....	5	112	64	3823	15 00	18 86	33 86
Christina Masters.....	3	112	35 00	" .....	6	112	47	2922	15 00	14 42	29 42
James Laird.....	3	112	35 00	" .....	9	112	12	828	15 00	4 08	19 08
A. McN. McKinnon.....	3	112	35 00	" .....	11	112	34	1488	15 00	7 34	22 34
Mary A. McBean.....	3	112	35 00	" .....	12	112	29	1372	15 00	6 79	21 79
Charles A. Miles.....	3	112	35 00	& Ludlow.....	12	112	29	1372	15 00	6 79	21 79
L. Augusta Welling.....	3	112	35 00	" .....	12	112	29	1372	15 00	6 79	21 79
Ada B. Bell.....	3	112	35 00	" .....	12	112	29	1372	15 00	6 79	21 79
Susan Sansom.....	3	112	35 00	" .....	12	112	29	1372	15 00	6 79	21 79
Lydia B. Avery.....	3	112	35 00	" .....	12	112	29	1372	15 00	6 79	21 79
George Parker.....	3	112	35 00	" .....	12	112	29	1372	15 00	6 79	21 79
Ellen B. Saunders.....	3	112	35 00	" .....	12	112	29	1372	15 00	6 79	21 79
			\$786 34				5 060	292 185	\$1874 00	\$1246 01	\$3170 10

## GRAMMAR SCHOOLS.

ees.

T.

Total amount from  
County Fund.

7

\$25 95  
26 60  
24 22  
23 64  
28 53  
77 83

84 86

26 36

1 15

27 36

21 71

27 75

24 49

34 21

27 61

24 91

29 96

30 16

31 76

28 12

16 61

21 89

26 32

29 96

23 71

17 58

24 44

31 17

19 71

38 09

66 73

33 86

29 42

19 08

22 34

21 79

\$3170 10

COUNTIES.	LOCATION.	TEACHERS.	Legally authorized days Principals' Departm't open.	Amount of Governm't Grant.
Albert.....	Hopewell.....	G. W. Beatty, A. B.....	79	\$141 07
Carleton.....	Woodstock.....	James McCoy.....	100	196 08
Charlotte.....	St. Andrews.....	James F. Covey, A. B.....	102	200 00
Gloucester.....	Bathurst.....	J. Arthur Freeze, A. B.....	112	200 00
Kent.....	Richibucto.....	Ingram B. Oakes, A. B.....	110	196 43
Kings.....	* Hampton.....	John Raymond.....	6 mo.	200 00
Madawaska.....	.....	.....	.....	.....
Northumberland.....	Chatham.....	E. H. McAlpine, A. B.....	109	194 64
Queens.....	Gagetown.....	Philip B. Cox, A. B.....	112	200 00
Restigouche.....	Dalhousie.....	A. Ross, A. B.....	112	200 00
St. John.....	City of St. John.....	Rev. Chas. G. Coster, Ph. D.....	.....	\$300 00
Sunbury.....	Sheffield.....	Bedford H. Smith, A. B.....	105}	188 39
Victoria.....	.....	.....	.....	.....
Westmorland.....	Shediac.....	B. B. White.....	112	20 00
York.....	Fredericton.....	George R. Parkin, A. M.....	.....	\$500 00
				\$2916 61

\* Not in Union.

† Government aid paid through the Secretary of Board of Trustees.

‡ Government aid paid from the University Grant.

## ABSTRACT—For the Term ended 31st October, 1875.

COUNTIES.	Province Grants to Teachers.	Pupils enrolled.	County Fund to Teachers.	Total number of different Pupils in attendance at School within the year ended 31st October 1875.
Albert.....	\$1,723 90	2,463	\$1,600 80	3,085
Carleton.....	3,064 80	1,337	2,960 70	6,103
Charlotte.....	3,721 50	5,110	3,882 30	6,697
Gloucester.....	988 00	831	1,410 55	1,091
Kent.....	2,343 50	1,882	2,865 15	2,257
Kings.....	6,502 42	4,650	3,688 95	6,599
Madawaska.....	296 41	161	1,085 10	161
Northumberland.....	3,872 52	3,162	3,017 46	3,762
Queens.....	3,941 08	2,858	2,677 05	3,813
Restigouche.....	1,616 99	1,230	836 25	1,490
Saint John.....	9,093 81	8,255	7,845 45	11,778
Sunbury.....	1,876 94	1,239	1,023 60	1,546
Victoria.....	1,026 08	931	661 05	1,279
Westmorland.....	5,646 61	5,022	4,400 25	6,195
York.....	7,786 34	5,989	3,170 10	7,532
Grammar Schools.....	\$58,410 39	48,399	.....	.....
	2,916 61	916	.....	.....
Total.....	\$61,327 00	49,315	\$40,554 90	62,349

\* In attendance at the School at Hampton, and not included in the foregoing Tables.

[From the Chief Superintendent's Report.]

## SUGGESTIONS TOWARD THE COMPLETION OF OUR SCHOOL SYSTEM.

Having traversed, at considerable detail, the subjects upon which I am required to report, I propose to offer for the consideration of the Legislature such suggestions on educational subjects as I am authorized by statute to present, and as seem to me worthy of careful consideration at the present time. The suggestions will have in view the best operation of our School System in the immediate future, and its adaptation as an adequate and permanent educational instrumentality for all classes of the people of New Brunswick. As I proceed, I shall gather up the suggestions which I have offered in previous Reports, that their place in the system may be more readily seen, and the completeness and symmetry of the whole more fully appear.

## SCHOOL INSPECTION PROPER.

I respectfully invite attention to the provisions of the thirteenth Section of the Manual of the Common Schools Act:—

"From and after the first day of November which will be in the year of our Lord one thousand eight hundred and seventy six,\* the Provincial aid to Teachers and Assistants, qualified and employed as aforesaid, shall be regulated in part according to the class of license, and in part according to the quality of the instruction given in the School as determined by the semi-annual examination of pupils by an Inspector, as follows: For the School year, or rateably as above, Male Teachers of the first class, one hundred and ten dollars; of the second eighty dollars; of the third class, sixty dollars; Female Teachers of the first class, seventy dollars; of the second class, fifty dollars; of the third class, forty dollars; in addition, each Teacher whose School shall be reported by the Inspector, in respect of quality of instruction, as entitled in any half year to the first rank, shall receive for the half year, at the rate of forty dollars per year; the second rank, at the rate of twenty five dollars; the third rank, at the rate of ten dollars, or rateably as above: each such Assistant shall receive a sum equal to one half the grants to Teachers."

The provisions of the Law, therefore, require that in one year from this time a portion of the Provincial grants to Teachers shall be conditioned upon the quality of the instruction given in the Schools. The quality of the Teacher's work, whatever may be the class of license held by him, is to be determined by the Inspector, on a careful examination of the pupils. It is necessary to secure in this way, both to the people of the School Districts and of the Province, a full and trustworthy knowledge of the value of the work done in the Schools; and Inspectors having professional qualifications and special competency are absolutely necessary to enable the Department to overtake this duty. But from difficulties, temporary in their character, and chiefly incident to the introduction of the law—such as incomplete District organization, inadequate School accommodation and appliances, and an insufficient supply of qualified Teachers,—only a limited portion of the Province will be prepared next year for the operation of Section 13. I here repeat the statements on this subject published in my last Report, pp. xxxix. and xl:—

"The sum provided for the remuneration of Inspectors renders it impossible to secure their exclusive labors in the service. The performance of their duties has, in most instances, contributed very largely indeed to the successful working of the Law. It would have been altogether out of my power to have secured the proper enforcement of the provisions of the Law and the decisions of the Board.

\* Since extended to 1877.

of Education without the help of local Inspectors. The view expressed on this subject in the "Remark" under the 41st Regulation of the Board has been shewn, by the experience of the past three years, to be correct. I am also confirmed in the soundness of the view expressed in the closing sentence of the "Remark" referred to, and which is embodied in Regulation 42. The following are the Remark and Regulation:—

"REMARK.—The sum placed at the disposal of the Board of Education for Inspectors' salaries is insufficient to secure the services of professional Teachers for the office. It is believed that the interests of education will be best promoted by the employment of Inspectors, for a limited period, chiefly in the work of making practically known to the people the provisions of the law, the steps to be taken to secure its advantages, the requirements respecting School accommodation, the careful and proper adjustment of boundaries, and, in short, all matters necessary to enable every District to become so familiar with correct modes of procedure as to ensure the regular support and proper conduct of Schools. As soon as this condition is reached, the work of inspection proper will require special attention, and demand professional qualifications for its successful discharge, as contemplated by the following Regulation:—

"Regulation 42.—*Uniform certification of Candidates for Inspectorships:* In view of the operation of Section 13 of the Law, all candidates for the office of Inspector thereunder shall have taught for a period of at least three years, and shall have obtained a License of the Grammar School Class in accordance with Regulations 30 and 31; and upon appointment to office each Inspector shall spend one Term at the Provincial Training School, or such time as the Board of Education may require, with a view to a more perfect acquaintance with the methods of School Management and Teaching to be employed in the Schools of the Province."

"In the course of two years from this time, a very considerable portion of the Province will have become 'so familiar with correct modes of procedure under the law as to ensure the regular support and proper conduct of Schools.' The Board of Education, on this view, will require, within two years, the authority of the Legislature *gradually* to reduce the number of Inspectors to seven, and otherwise to provide for the thorough and systematic inspection of the work done in the Schools. I have not the shadow of a doubt that this is our true educational policy—the only one that will cause our School System in its development, to yield genuine fruit 'after its kind.' I would direct attention to the views I expressed on this subject in the Education Report for 1872, pp. xxix to xxxvii."

It appears to me of the first importance that the Board of Education and the Chief Superintendent be placed at once in a position to *prepare* for the systematic inspection of a portion of the Schools, as required by Section 13. A population of about 40,000, on the average, could be efficiently served by one Inspector: where the population is dense the number would be somewhat greater, and where sparse, less. I respectfully suggest that the Board be empowered to erect, from time to time, by proclamation in the *Royal Gazette*, or otherwise, the territory of the Province into not more than seven Divisions for the purpose of inspection, and to appoint a qualified Inspector for each Division. It should be provided that on the proclamation of any Division, the provisions of Section 12 of the Manual of the Common Schools Acts shall cease to be operative within the limits of such Division.

Under the plan suggested, the Board of Education would be able to proclaim one or two Divisions next autumn, and thereafter *gradually*, from year to year, as the interests of the School service permitted, to complete the remaining Divisions. According to the best judgment I am now able to form, it would be practicable to proclaim the last Division within five years, possibly four, from the proclamation of the first Division. In the mean time, those portions of the Province not embraced within the limits of a Division, would be supervised by Inspectors as at present, and, in respect of Teachers' grants, Section 12 would be operative therein. These provisions for inspection and Teachers' grants would be the best adapted to the condition of Schools in such portions of the Province, while those of Section 13 would meet adequately the needs of those parts whose educational condition was more advanced.

## A TEACHERS' RESERVE AID-FUND.

In my Report for 1872, pp. xxix. to xxxvii., I called attention to the importance to the School System, of an Aid-Fund for Teachers disabled by age or ill health, while engaged in the School Service; and I indicated the principles which, in my judgment, should regulate its administration. I have seen no reason to modify the opinions then expressed; on the contrary, I am confirmed in their soundness and re-assured of their importance. The suggestions which I then offered, and here renew, were based upon the existence of such a system of inspection as is required for the satisfactory administration of Section 13, and with which I have already dealt. An Aid-Fund whose benefits were secured to Teachers irrespective of the merits of their services would, in my opinion, prove injurious to the educational interests of the Province. But it is a necessity that the Schools have the services of men and women of ability and good culture. Such persons will not be had in sufficient numbers without an Aid-Fund, for while many will feel it a duty and a delight to give themselves to the noble work of thinking, and laboring, and *living* for the welfare of the children of New Brunswick, they will be deterred or turned aside, earlier or later, from such a purpose by the possible prospect of want in their days of weakness or old age.

The business of teaching does not often afford opportunities for the accumulation of money; but those who possess the abilities and culture which are required for success in teaching, would be able to secure at least a fair competency by devoting themselves to other callings. It is therefore politic in the interest of education, and simply just in itself, that the School system in this Province protect from want those who toil honorably and successfully in its service. If the revenues at the command of the Legislature would enable this to be done without diminishing the grants now provided to Teachers, I would be glad; but if such is not the case, I would recommend that the grants now provided by Sections 12 and 13 remain as at present, and that the Chief Superintendent be empowered, on the proclamation of the first "Division," to reserve thereafter two per cent. of the Teachers' Grants throughout the Province, to be applied under the Regulations of the Board of Education, as a Reserve Aid-Fund in behalf of Teachers who may thenceforward be disabled in the School service by reason of age or ill health. The quality of their work, as determined under the operation of Section 13, and their period of service thereunder, should be, in the main, the criteria for the application of this Fund. In respect of Teachers employed without the limits of a School Division, it should be provided that whatever rank any Teacher's School may obtain at its first inspection under Section 13, he shall be entitled, in this behalf, to such rank for each year that he may have been employed since the erection of the first "Division." It should also be provided that the amount reserved for this Fund should in no case exceed that to be reserved from the ordinary grants provided for Male Teachers of the first class.

## SECONDARY EDUCATION.

No system of Elementary Education can permanently prosper unless adequate means exist for the promotion of Secondary Education. These parts of one whole, act, react, and interact each upon the other; but it is a matter of history that the action is primarily from the higher to the lower. In all the Provinces the establishment of Colleges and Grammar Schools preceded that of Common Schools. The genesis of education has been substantially the same in all countries, and

every informed and thoughtful mind will receive the statement that unless due regard is had to the claims of the higher education, both by its *encouragement* in an unlimited number of School Districts, and by taking *permanent security* in the same behalf through the establishment and endowment of a limited number of Secondary Schools, it will be impossible to secure the abiding elevation and progress of the Common Schools of New Brunswick. The present enactments recognize this relation between Elementary and Secondary instruction, but the means provided for the promotion of the latter are not, I submit, well adapted to the end in view.

*Superior Schools.*—We have now reached that position with respect to Elementary instruction, when it is necessary, in my opinion, to *encourage* a longer attendance of the pupils at the Common Schools generally, and also of the pupils entering the higher classes or Schools established in the more populous Districts. At present, the special encouragement offered by the law to such Schools is the following:—

"When any District shall have engaged, with the consent of the Inspector, a competent Teacher, and shall have raised for the support of such Teacher the sum of two hundred dollars or upwards, it may receive from the Provincial Treasury a sum equal to the amount so raised, not exceeding three hundred dollars per annum, to be paid to the Teacher upon it appearing to the Chief Superintendent that the School has been satisfactorily taught, and that payment has been made to the Teacher at the rate of two hundred dollars or upwards per annum by the Trustees; but not more than one such School shall be allowed in any one Parish."

The main defects in this provision will be evident from the following considerations:—

(1) If the Parishes of any County be compared with each other, it will be found that they are of unequal area and very unequal population; and if the Parishes of the whole Province be compared with each other, the disproportion in respect of area and population will be found to cover a very extended scale. Thus the Parish is not an equitable basis on which to rest permanently the apportionment of this grant. Several Inspectors have requested that provision be made for more than one grant in populous Parishes. As the least populous Parish would be taken as the unit of such an appropriation, either the aggregate grant would be very largely increased, or the amount of each grant would be very much less than at present.

(2) By limiting the number of these grants to one for each Parish, (as at present, or to two or more in large Parishes, as some have suggested,) the result desired is only very partially reached. The Common Schools throughout the Parish are not, as a whole, or in any considerable numbers, directly stimulated. Generally one District has manifest advantages over the other Districts, and receives the grant without competition. If there be competition, it continues only a Term or two, since Trustees and Teachers are indisposed to grapple with the real causes of their defeat, it being easier to attribute such defeat to the favoritism of the Department towards the successful School.

(3) The receipt of the grant is not dependent upon the continuance at School of the pupils in the advanced classes. They may or they may not continue. The School may be "satisfactorily taught," even if there be few or none receiving advanced instruction.

*County Grammar Schools.*—Before suggesting a remedy for these defects, it is necessary to refer to the provisions hitherto relied on by the Legislature as guaran-

teering to the people of the several Counties, and thus to the people of the Province, Schools for Secondary Instruction, below the University. These provisions have reference to County Grammar Schools. In my report for 1873, p. xv., I used the following language:—

"While it is gratifying to know that considerable work is being done by these Schools to promote secondary education, I think it may be questioned whether County Grammar Schools are the most suitable means for the permanent advancement of the higher education of the Province. With the exception of the Grammar Schools of Saint John and York Counties, none of these Schools have sufficient funds at command to secure such an equipment as the service really demands. It is worthy of consideration whether there should not be fewer of these secondary Schools, with larger endowments. Every one has heard of the man who built a superb house of two stories, but neglected to provide any stairway by which access could be had to the upper one. The Province has provided Common Schools and a University, but it is by no means clear to me that any adequate organic provision exists, by which the desired communication may be permanently established between them."

The following considerations are sufficient, I think, to show that County Grammar Schools cannot furnish any adequate guarantee to the Province in behalf of secondary instruction:—

(1) For the most part these Schools must be located in Districts of comparatively small population. There can therefore be but limited opportunities afforded in the community for procuring suitable boarding accommodation for non-resident pupils: and neither the equipment nor the endowment of the School is sufficient to induce the Teachers to assume such obligations as would be necessary to provide it on their own account.

(2) But few of the Districts in which these Schools are situated contain Churches of all the principal religious denominations of the Province at which pupils could attend divine service.

(3) In point of fact, the County Schools are really filling the place and doing the work of District Schools, while in a majority of instances the annual grant has not even secured to these District Schools superior apparatus, but has been applied solely to the reduction of the local assessment. In no instance are the School House and apparatus equal to those supplied by the Trustees of Saint Stephen for their Superior School. Only a few of the Schools are giving instruction to non-resident pupils, and of these pupils a good proportion are not residents of the County.

These considerations are, I think, of great importance. I am persuaded that it is illusory to expect to reach through County Grammar Schools the end desired. It requires a complete and extensive outfit of house accommodation and apparatus, and a superior teaching staff. Provision is needed not only for the study of the Languages and Mathematics, but also for Industrial Drawing and Designing, and Agricultural Chemistry. The Schools established as a guarantee that Secondary instruction shall not be left merely to the voluntary efforts of the Districts, require to be brought more directly under Provincial control, and to assume more of a Provincial character before the public.

*Legislation needed—Data.*—In view of the defects which I have pointed out in the existing provisions in behalf both of advanced instruction in the ordinary Schools, and of secondary instruction generally, I believe it to be necessary for the Legislature to adopt more complete and comprehensive legislation. There are at present 132 Parishes in the Province, and the number must steadily in-



crease. The existing enactment, therefore, makes provision for the disbursement of some \$20,000, as extra grants to Superior Schools. During the last School Term, there were 50 Superior grants awarded; and in view of the large amount of improved School accommodation recently provided throughout the Province, there can be little doubt that the number of these grants will very rapidly increase. In five years from this time the aggregate amount of these grants can hardly be less than \$15,000, probably more, unless there be difficulty in securing Teachers. The grant provided to each County for a Grammar School is \$400, except to Saint John, which receives \$600, and York, which is aided solely by a grant from the Senate of the University. The aggregate, therefore, of the grants provided by law for County Grammar Schools is \$5,800, while nearly \$3,000 are also appropriated under the Common Schools Act to the Teachers of these Schools.

I respectfully present for the consideration of the Legislature the following remedial propositions:—

(1) That the Grammar School Acts be repealed, to take effect on the 31st October; and that the property at present held by the Grammar School Trustees be transferred to the School Trustees of the District in which it lies.

ENCOURAGEMENT of Advanced Instruction in all Schools.—(2) That there be annually appropriated under the Regulations of the Board of Education, a sum not exceeding \$10,000, to be applied as follows:

(a) A sum not exceeding \$7,000, to be apportioned to the Schools throughout the Province, according to the number of pupils who shall pass a satisfactory examination in the Course prescribed by the Board for the highest Advanced class of the District Schools, each School to receive at the rate (say) of \$15 per pupil passing in the ordinary Course, and \$20, in the optional Course; provided that no School receive hereunder more than \$150 a year. As the end in view requires the hearty co-operation of the people and Teacher, one-half of the amount received should, I think, be paid to the Trustees towards the efficient maintenance of the School, and one-half to the Teacher.

This amendment should become operative within each "Division" on its proclamation, and Section 85 of the Manual of the Common Schools Acts should thenceforth cease to be operative therein.

Such an enactment as is here suggested would remove the defects I have pointed out as incident to the administration of the existing Superior School grant, and would supersede it as rapidly as "Divisions" were created for purposes of inspection. It might be thought, on a first view, that there would be danger of directing the Teacher's energies towards his advanced class to the neglect of his lower classes. But when it is borne in mind that this grant is to be appropriated only in Schools which are being "ranked" under Section 13, according to the standing of all the classes, and that the "rank" of the School not only affects the amount of the ordinary Provincial Grant, but the position of the Teacher's contingent claim on the Reserve Aid-Fund, I think it will be seen that any such fear is groundless.

(b) A sum not exceeding \$3,000, to be apportioned to District High School classes, according to the number of pupils who shall pass a satisfactory examination in the last year of the Course prescribed by the Board for such classes; each School to receive at the rate (say) of \$30 per pupil, provided that no School receive hereunder more than \$400 a year. For the reasons assigned above (a), I think that one-half of the amount received should be made payable to the Trustees towards the efficient maintenance of the School, and one-half to the Teacher;

though it might be better, in this case, that the entire amount should be paid to the Trustees.

This grant, as well as the previous one (a), would be open not only to all those Districts from which the Grammar School grant would be taken, but also to all Districts complying with the Regulations of the Board for its receipt.

This amendment should come into operation on November 1st.

*PERMANENT SECURITY in behalf of Secondary Instruction by the endowment of a limited number of High Schools.*—(3) That the Board of Education be empowered to erect the territory of the Province into three School Divisions for Secondary Instruction, and to appropriate annually a sum not exceeding \$10,000, towards the establishing and permanent maintenance of three High Schools for the Province, one for each School Division, under the control and management of the Board of Education, and the School Trustees of Chatham, Saint John, and Fredericton, respectively; each High School to be open free of charge to qualified pupils residing within the territory of the School Division, and, in the event of straitened accommodation in any Term, each Parish within the School Division to be equally entitled to the admission of pupils, according to its population. The grant to be appropriated as follows:—(a) A sum not exceeding \$1,000 to be applied towards defraying the expenses of board of needy pupils in attendance at these High Schools. (b) A sum not exceeding \$3,000 to be appropriated in aid of the salaries of Masters and Teachers in each School.

The Trustees should be required to employ all their corporate powers as fully for the accommodation, equipment, support and control of the Division High School (except as limited below), as for the District Schools entrusted to them by the provisions of the law. They should also be required to furnish, at a reasonable tuition fee, suitable School privileges, in other Schools under their charge, for all pupils resident within the School Division, and non-resident in the District, who shall apply for the same for the specific purpose of qualifying for entrance to the Division High School.

The Head Master of each of these Schools should be appointed and paid by the Board of Education, and the other Masters and Teachers should be appointed by the Trustees, and paid partly by them and partly by the Board. \* \* \* \* \*

A staff of thoroughly qualified Teachers, and the greatest degree of permanence in their positions, compatible with the efficiency of the School, would be conditions essential to the successful working of the plan proposed.

This amendment should take effect on September 1st, in respect of the organization of the Schools; but provision should be made that the existing grants to Teachers shall continue to October 31st, and that the grants proposed herein shall take effect from November 1st. It would be necessary also to provide for a Board of seven Trustees for Chatham, and that it should have power to issue Debentures equal in amount and time to those issued by the Trustees of Incorporated Towns.

#### RECAPITULATION.

To recapitulate: I suggest that suitable and permanent provision be made for Inspection; that a Teachers' Reserve Aid-Fund constitute an integral part of our School system; that adequate provision be made both for the encouragement and security of Secondary education; and that suitable permanent accommodation be made for the vigorous working of the central Training School for the special preparation of Teachers.

By the adoption of these suggestions, those connected with the administration of the educational affairs of the Province, as well as the people generally, will have clearly before them the complete outline of our School system, and will govern themselves accordingly. Their efforts will have a definite aim. It is time that the relations of one part of the system to another were clearly defined, in order that the unity of the whole may appear, and that one part may uphold and support the other. I respectfully submit the foregoing suggestions as supplying that which is now lacking, and as adapted to evoke concurrently all the forces of the School organism—from the Primary School to the University—in the permanent elevation of every interest dear to the people of New Brunswick.

The annexed tabular view may serve to render more clear the completeness of our School System by the incorporation of the suggestions which I have offered:—

#### SCHOOL SYSTEM OF NEW BRUNSWICK.

ELEMENTARY INSTRUCTION.								SECONDARY INSTRUCTION.							
DISTRICT SCHOOLS.								DISTRICT AND DIVISION SCHOOLS.							
Primary Department.				Advanced Department.				High School Department.				Provincial University.			
1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year	8th Year	9th Yr	10th Yr	11th Yr	12th Yr	13th Yr	14th Yr	15th Yr	
or	or	or	or	or	or	or	or	First	Second	Third	Fourth	Fresh- man	Junior	Senior	
Grade.	Gr.	Gr.	Gr.	Gr.	Gr.	Gr.	Gr.	Class.	Class.	Class.	Class.	Class.	Class.	Class.	
And under the Special control of School Trustees.								And under the Special control of School Trustees.							
The Provincial Normal School for the special preparation of Teachers.								The Provincial Normal School for the special preparation of Teachers.							
Under the Control of the Board of Education.								Under the Control of the Board of Education.							

#### BUILDINGS FOR THE PROVINCIAL NORMAL SCHOOL.

On the 31st of March, 1876, William Elder, Esquire, M. P. P., for the City and County of St. John, moved in the Assembly the following Resolution:—

*Whereas* an adequate supply of properly qualified Teachers is essential to the success of the Common Schools:

*And Whereas* the building at present used for a Training and Model School is not large enough, and in many respects unadapted to the purposes for which it is used, and is prejudicial to the health of the Teachers, Students, and Pupils; therefore

*Resolved*, That an humble address be presented to His Honor, the Lieutenant Governor, praying that he will be pleased to cause enquiries to be made into these facts, and to take the same into His Honor's most serious consideration.

In advocating this Resolution, Mr. Elder made an eloquent and powerful plea for adequate facilities for the training of Teachers. We quote from the report of the *Daily Telegraph*:—

Mr. Elder directed attention to the two propositions which the Resolution contained, undertaking to adduce conclusive evidence of the truth of both. If he did so; if he established the facts to the satisfaction of the members of that House, he would ask all to lay aside all mere party considerations, and in view of the general good, to unite in pressing the matter on the attention of the Government in the terms of the concluding portion of his Resolution.

In reference to the first proposition, he said the time had passed away when it could be held that any man, however ill-fitted for other purposes, might successfully resort to teaching as an occupation. A great advance on that opinion was now held, for it was now universally conceded that the mere acquisition of knowledge did not qualify a man to impart it; not every linguist could teach languages, nor every scientist the details of science. Teaching was an art, and like all other arts it required special study and special experience. The Government

and the Legislature had admitted this fact by establishing what they called model and training schools. The people of the country had admitted it by asking for trained teachers—nay, for teachers trained within recent years—of whom a large supply could not be had. The experience of other countries confirmed this view, for there was no country which took the lead in education which could not point proudly to its normal schools and colleges, in which the economies of school work were dealt with, and in which teachers, by actual experiments, as well as by theoretical instruction, acquired the art of teaching. But if, notwithstanding the evidence in favor of his proposition, any one doubted that the training of teachers formed an important element in their qualifications, then he would ask him who held that view to visit the model school in Fredericton, to mark the manner in which instruction was imparted by two of the best lady teachers he had ever seen handle a class, and to try and interest those classes in the same way for fifteen or twenty minutes. It was quite impossible for any one who had not studied the teaching art to do so, and from all these considerations he looked upon it as undoubtedly true that an adequate supply of qualified (by which he meant thoroughly trained) teachers was essential to the success of the common schools.

Now this point being proved or admitted, he would ask what had the Province done to supply this great want, to secure general efficiency in this vital matter? So far as the providing of teachers was concerned, he admitted that the Province had done well. In the model and training schools, he found some of the best teachers he had ever seen doing similar work. He found that they were aided and stimulated by a distinguished Superintendent. But then these very teachers were handicapped by the greatest disadvantages, and were obliged to carry on their work with an extraordinary waste of power, and even at no small risk to their own health and that of the teachers and pupils under their care. He made this statement as the result of thorough personal examination: he invited every one to test its truth, and affirmed that it could not be controverted. All this arose from the want of suitable buildings, buildings of sufficient size, proper adaptation and arrangement, and which could be so ventilated as to enable all concerned in the work of education, as therein conducted, to bring all their powers to bear upon the discharge of their respective duties.

Mr. Elder referred to the Normal School building formerly used in St. John. The school was held in the basement of another large building, and comprised subterraneous apartments, which constituted everything but a model school building. But the students in that building, whose numbers were not very large, did not suffer a tithe of the inconvenience experienced by those who met in the present building, which was an old military barrack, with thick walls, and was cut up into small rooms, without any adequate means of ventilation for so large a number of persons, and with less than half the space required for either the model or training schools. In the former they were only able to show four grades, whereas they ought at least to be in a position to enable the teachers under training to see eight grades taught; in the latter they had not room for half the average number of teachers, which it was known the school service required; in both departments they had to seek ventilation by raising or lowering windows, and admitting cold draughts of air, at the close of every hour, during which process various contrivances had to be adopted to prevent the inmates from taking cold. The Legislative buildings in which they sat were bad enough in regard to ventilation, but he could truthfully say that he had suffered more inconvenience from this cause in three hours in the model and training schools in Fredericton than he had done during all the time he had been in the House of Assembly. In enforcing this point, Mr. Elder asked honorable members to picture to themselves their position if they should be compelled to occupy a building half the size of the present one, a building which had not even the advantage of being erected for the purposes for which they used it, a building in which they would be crowded together, and could only secure ventilation in the manner described in regard to the Normal school. In the latter building, they had no common hall, though they required one daily, and had, in all kinds of weather, to repair to the Temperance hall. In the latter building, though common instruction was an essential feature of the work, not only in the ordinary elementary branches, but in music, and though they need a common room for public exhibitions, no such room could

be had. It was for these reasons that he contended that teachers and taught were handicapped, and were compelled to carry on their work under great disadvantages, mental and physical. These they had to endure for ten months in the year, while the members of the Legislature had only to suffer the effects of a bad building for two months in the year.

And matters were getting worse in the Normal school with the increase of candidates who desired to be trained. In the summer of 1873, there were only 16 entered for training; in 1874, 65; in 1875, 83; and in the present year, 119. But these numbers gave no adequate idea of the wants of the school service. Dr. Rand, making a liberal estimate, had concluded that the average period of a teacher's services might be raised to ten years. He (Mr. Elder) on looking at the statistics felt disposed to make the average period lower, considering more especially the average period which ladies taught; but let it be admitted that one-tenth of the teachers left the service every year, and what did this fact involve? They had now 1,100 teachers in the school service. According to this estimate, they ought to be able to turn out 110 annually; 1,250 teachers demanded the annual training of 125; 1,400 of 140, and 1,500, the number soon to be required, of 150. But we had to bear in mind the fact, that of the 1,100 teachers in the school service, there were at least 200 who had not been trained, and another respectable number who had not been adequately trained, and who required and desired to come up for additional training and a higher classification. Add to all this the fact, that the Acadian population, who had been so sadly neglected in regard to education, and who had on that account suffered so much socially and politically, were now looking towards the common schools for education and looking to the Board of Education for teachers. The fact was that at this moment the Province required appliances for admitting from 150 to 200 candidates annually, in order to give some liberty of choice to trustees, and in order to meet the pressing necessities of the country. But it was a fact capable of demonstration that the present facilities, even if all their discomforts and perils were to be left out of sight, were not adequate to the training of more than half the number of teachers required.

It would, no doubt, occur to every one that if we had the means such a state of things should not be permitted to exist. But he would show that it was more economic to provide the Normal school than to dispense with it. The Provincial expenditures on education might now be stated as follows:—

Annual Provincial Grant,	- - - - -	\$130,000
County Fund,	- - - - -	80,000
District Fund, about equal to the two preceding, say	- - - - -	210,000
Total.	- - - - -	\$420,000

To this ought to be added the cost of text books, grants to poor districts, and other expenses involved in the giving up of the time of the pupils, cost of supporting them, etc. The entire annual expenditure was greatly over half a million of dollars, but suppose it only reached that sum, he would put this point to the practical men of the House. It was upon the qualifications, the energy, the enthusiasm of the teacher that the school system would have to depend for success. These were secured through the Normal school. Suppose then that a suitable building for the purpose could be had for \$50,000, and he had satisfied himself that such was the case; suppose that the annual interest on that sum would be about \$3,000 a year, and this Government could borrow the money for less. The annual cost of the Normal School Building, which would add nothing to the cost of teaching, would in that case be greatly under one per cent. on the other annual expenditures. But this outlay of one per cent. was that which gave the system its power—was that which made the expenditure of 99 per cent. successful and effectual for the purposes for which it was made. He put it to the practical men of the House—the men who looked at such matters from a business standpoint—if this outlay, which gave power to the system, was not indispensable, and if the outlay was not a most economic expenditure. He illustrated the point by reference to the purchase of mill privileges, reserves of forest, erection of proper buildings, etc., and asked if it would be any economy to stop short of securing the power to drive the mill, or of superseding inferior by superior motive power. He maintained that every consideration, of economy demanded that suitable

Normal school buildings should be erected without delay. He would argue the case also on considerations of justice and humanity and public policy. As matters now stood taxation was all but universal. But were the benefits of the system also universal? Such was not the case, for many districts could not get any teachers, while many others had only inferior teachers. The taxation was universal, but the benefits enjoyed were only partial. The case might be argued from another point of view. The improvements made in the art of teaching in recent years had been of the most humane and valuable character. They were all familiar with the great discoveries which had been made in surgery in recent years, by means of which, what had been a comparatively barbarous art, had been transformed into one which was the very reverse, one in which, by means of various agents, the sense of pain had been comparatively overcome. The analogous changes in the modes of teaching and in the school economies had been as great and as beneficial as the discoveries in surgery. Now why should not all be enabled to share in these benefits? Was it not a humane, a noble aim to aspire at reaching this result? What consistency was there in an earnest contest for the common schools, and in our endeavors to dot the country with suitable school buildings, the glory and pride of our country, if we at the same time neglected to provide a decent Normal school building for the training of teachers? The latter work was of a foundation character, and how could the superstructure long stand if the base was not thoroughly laid? But still further he contended that if we were again driven back on the economic ground, we could show from other considerations that this was an economic measure. No one disputed that the building of a bridge, or of a piece of railroad might be justified by economic considerations. But what was the value of such material works compared with that of educating and stimulating the genius of the youth of our country? The benefits of the material work were necessarily circumscribed—they affected one locality and then ultimately passed away. Not so with the expenditures directed to the education of youth—to their intellectual and moral development. These results remained during all time and could never be lost; they acquired strength and power as the centuries rolled along and were transmitted from one generation to another; their entire force was not even expended in this world, but extended to that which was to come. Even as regards this world, the expenditures on this vital necessity of the school system, on this all pervading benefit, were sure to bring an ample return. It was well to have bridges and railroads; it was well to have a country of large extent; a country of great lakes and noble rivers, but it was better still to have a country which produced names which shed lustre on it, showing that its people breathed no Baotian atmosphere, a country of mechanics, inventors, engineers, poets, historians, statesmen, etc., who would play a great part in directing its onward course. Now how was this to be done? We did not know all the conditions under which genius was developed, and under which great names arose. But this we did know, that such men appeared in times of great national development, pride and manhood, and what so fitted to inspire such feelings as a complete educational system, proclaiming to the youth of the country the care of the Government and the Legislature in giving them the highest educational advantages and making them feel proud of the land of their birth? He would like to see such a state of things in our own Province, that here there might be no "flowers born to blush unseen and waste their sweetness on the desert air;" no "mute inglorious Miltons," no "Cromwells guiltless of their country's blood," but a country in which the entire youth should enjoy the benefit of generous culture. Not seldom it proved true that it was from amongst the rural masses, from among the youths of frugal life that the largest brains and brightest intellects were evolved. This was an argument for the general diffusion of the best educational advantages, and it implied, as he had already contended, that if these were granted, the material as well as the intellectual returns would be ample.

The arguments for perfecting our educational system being so strong and so unanswerable, it might be asked, why had not these considerations produced greater political effects? The answer was obvious. The teachers of the model and training schools had no common mode of exercising any political influence. The candidates were in the same position. The same might be said of the 40,000 or 50,000 children who repaired to the common schools. It is a bridge or a railroad

were wanted, the members interested could bring a pressure on the Government to obtain it. One member in one part of the country could aid another, and the service could be reciprocated. The Government must, in the nature of things, be influenced by political pressure. But the teachers could not exercise such pressure. Their voice was not heard, their influence was not felt within those walls; but he would ask the members of that House to "put themselves in the place" of the teachers of the Normal school; he would ask them to put themselves in the place of the candidates who repaired to it, and of the children who were taught in it; he would ask them, by every feeling of chivalry and of humanity, to consider the case of the 50,000 children who needed to have properly trained teachers supplied to them; he would ask them to imagine those 50,000 children arranged before them, with their bright eyes, their ardent hopes, their winning ways; he would ask them to consider these little constituents, and to treat their necessities in the same way as they would the demands of powerful political claimants. If they did so, they would not deny them a suitable training school for their teachers, but would give them one, not profuse in ornamentation, but fair and chaste in appearance, a common benefit and a common pride. \* \* \*

Extract from the Journal of the Assembly for April 11th, 1876:—

"Pursuant to notice, On motion of the Honorable Mr. Fraser, seconded by the Honorable Mr. King,

*Resolved*, That the House do now resolve itself into Committee of the whole upon the following Resolutions:—

*Resolved*, That it is the opinion of this House that steps should be taken, without any unnecessary delay, to procure plans and specifications and seek tenders for the erection in Fredericton of a Provincial Normal School with Model Departments; and further

*Resolved*, That if the cost of such building, site and furnishing included, do not exceed the sum of \$50,000, then that the work of construction be undertaken during the recess, but if the lowest tender be in excess of that sum, that the plans, specifications, and all tenders be submitted to this House for further action thereon; and further

*Resolved*, That, with a view to meet the expenses of such building, tracts of vacant Crown Lands in blocks of not more than one thousand acres each, be set aside for sale at public auction, at an upset price of not less than two dollars per acre, sales thereof to be made from time to time, as may be considered most advisable by the Governor in Council, the proceeds thereof to be applied to meet such expense; and further

*Resolved*, That until such sales of land can be effected, so as to secure the highest possible price not less than the said upset figure of \$2 per acre, that the Governor in Council be authorized to apply to the Dominion Government to advance from the amount now at the credit of the Province with them, such sum as may be required to meet the cost of construction of such Normal School, not exceeding, however, the said amount of \$50,000.

The Honorable Mr. Fraser, a Member of the Executive Council, acquainted the House that His Honor the Lieutenant Governor having been informed of the subject matter of the Resolutions, recommended them to the consideration of the House.

The House then went into Committee of the whole, of the said Resolutions.

Mr. Ryan (Albert) in the Chair of the Committee.

Mr. Speaker resumed the Chair.

The Chairman reported that the Committee having had the Resolutions referred to them under their consideration, had agreed to the same.

*Ordered*, That the Report be accepted.

The Resolutions reported from the Committee were then read, and upon the question put thereon from the Chair, were severally concurred in by the House.



## EXAMINATIONS FOR LICENSES—QUESTIONS, MARCH, 1876.

The applications for copies of the papers given at each Examination for License to teach, being very numerous, these papers will be regularly published hereafter in the EDUCATIONAL CIRCULAR. The following are the question-papers given at the March Examination, 1876 :—

I. [1] SCHOOL MANAGEMENT.—*Time, 1 hour 30 min.*

- 1 Define the term School Organization. State several principles most important to be observed in the organization of all Schools.
- 2 What is meant by the principle of emulation? Under what conditions would you avail yourself of it in the management of a School?
- 3 What are the moral faults to which pupils of various ages are most liable? Explain the principles which you should bear in mind in dealing with these faults.
- 4 Show some of the effects of injudicious punishment upon the temper and character of children.
- 5 State principles which should guide you in constructing a Time-Table; draw up one for a week for a School of 50 pupils comprising three classes, and from it give a specimen of your Working Programme for one day. (You are not supposed to have any regular Assistant.)

I. [2] TEACHING.—*Time, 1 hour 30 min.*

- 1 Distinguish between Education and Instruction, and show the relation of the latter to the former.
- 2 Illustrate your principles of method :—
  - (1) In the teaching of Arithmetic.
  - (2) In the teaching of Composition.
  - (3) In the teaching of Form.
- 3 What method of teaching the first steps of Reading do you mean to adopt? What do you consider to be the principal advantages of that method over any other with which you are acquainted?
- 4 What class of subjects do you consider most suitable for Oral Lessons? Describe the method by which you propose to conduct such lessons.
- 5 Write out notes, as below, of an oral lesson adapted (1) to pupil 7 years of age; (2) 12-14 years of age.

*Subject :—RESPIRATION.*

Matter.

1

2

3

&c.

Method.

1

2

3

&c.

I. [3] THE SCHOOL SYSTEM.—*Time, 30 min.*

- 1 State the principles which control the distribution of the Provincial Grants to Teachers and the County Fund to Trustees.
- 2 If a school District fails to provide the means necessary for a school, what remedy does the Law provide?
- 3 Describe the best arrangement for seating a schoolroom.
- 4 What is the nature of the "Contract" between the Teacher and Trustees? What is necessary to the legality of such Contract?
- 5 What is the duty of the Teacher (1) in respect of a Time-Table; (2) in respect of the children in the play ground; (3) in respect of the semi-annual 'Return' of the Trustees?

## I. [4]

## CANADIAN HISTORY.—Time, 1 hour.

- 1 In what respects are the names of the Cabots, Martin Frobisher and Sir Humphrey Gilbert associated with early discovery in North America?
- 2 Give a short account of Pontiac's conspiracy, its rise and defeat.
- 3 Name the prominent leaders and the chief events in the war of 1812-15.
- 4 Into how many periods may the History of Canada be divided? What are the characteristics of each period?
- 5 What are the leading subjects of legislation over which the Dominion and Provincial Parliaments respectively have jurisdiction?

*Answers must be written on this paper.*

## I. [5]

## MENTAL ARITHMETIC.—Time, 8 min.

- 1 At what per cent. interest will \$20 become \$30 in 5 years?..... *Ans.*
- 2 A borrowed of B at one time \$100 which he kept 5 months and at another \$250 which he kept 2 months, and in payment he lent B \$1,000. How long must B keep it?..... *Ans.*
- 3 If goods are bought for  $\frac{2}{3}$  of their market price and sold for 4 per cent. more than the market price, what per cent is gained?..... *Ans.*
- 4 What are the present worth and discount of \$50 due in 6 years, 8 months, at 5 per cent.?..... *Ans.*
- 5 Divide 3872250 by 125..... *Ans.*
- 6 Square 97 and multiply the result by 25..... *Ans.*

*Answers must exhibit the whole operation.*

## I. [6]

## ARITHMETIC.—Time, 1 hour 30 min.

- 1 Explain, as if for a class, the method of practice, and apply it to find the value of 2 tons 7 cwt. 1 qr. 15 lbs. at £1 3s. 4½d. per ton.
- 2 What is the weight avoirdupois of £500,000 in gold, the price being £3 18s. per oz. Troy?
- 3 The length of a room is 20 ft. 6 in., the breadth 15 ft. 9 in., the height 10 ft. 6 in. What will it cost for plastering at the rate of 20 cents a yard for the ceiling and 15 cents for the walls? Allow for a door 6 ft. 9 in. by 4 ft. 2 in. and a fire-place 5 ft. 6 in. by 5 ft. 3 in.
- 4 What is the difference between the true and the Bank discount always equal to? Test the correctness of your answer by finding the difference between the true and the Bank discount on a Note drawn April 1st for six months and discounted June 15th, at 6 per cent. per annum.
- 5 What debt can be discharged in a year by monthly payments in geometrical progression, the first being \$1 and the last \$2,048?
- 6 Give and investigate the formula for the solution of all such questions as the preceding one.
- 7 If a perpetuity of \$563 can be purchased for \$11,260 ready money, what is the rate of interest?
- 8 Find the cube root of 102503.232.
- 9 Explain the terms Discount, Geometrical progression, Cube Root, Arbitration of Exchange, and Perpetuity.

*The Examiner will estimate Parts I and II of equal value in this paper.*

## I. [7]

## GEOGRAPHY.—Time, 1 hour 30 min.

## PART I.

- 1 Mention the names of the chief African explorers, with the districts which they have visited. What progress has been made lately in African discovery?
- 2 Compare the extent and general outline of Europe with those of Asia, Africa, or America.

- 3 Describe the physical features, climate and productions of the Dominion of Canada? What is the amount of its revenue, its population, and the estimated value of its chief manufactures?
- 4 Describe the great mountainous belt which sweeps from east to west across Asia and Europe. Give the names and positions of the leading ranges in it.
- 5 Give a general account of the shape and dimensions of the earth. Explain as if to a class how the latter has been determined.
- 6 How would you find from the globe the distance in miles between any two places on the 40th parallel?

## PART II.

Draw from memory an outline map (1) of the Province of Quebec and (2) of the continent of Asia, with the mountain ranges and chief rivers accurately marked.

I. [8]

COMPOSITION.—Time, 1 hour.

- 1 As indicated below, make an elegant paraphrase of the following passage from Wordsworth's "Excursion":—

"Many a time,  
On holidays, we rambled through the woods;  
We sat—we walked; he pleased me with report  
Of things which he had seen; and often touched  
Abstrusest matter, reasonings of the mind  
Turned inward; or at my request would sing  
Old songs, the product of his native hills;  
A skilful distribution of sweet sounds.  
Feeding the soul, and eagerly imbibed  
As cool refreshing water, by the care  
Of the industrious husbandman, diffused  
Through a parched meadow-ground in time of drought."

- (1) Frame questions on the preceding passage; (2) write formal answers in your own words to each of your questions; and (3) using whatever connecting words or phrases may be required, write your answers to complete the paraphrase.
- 2 In what kind of verse is the passage written? Scan the second line. Point out any irregularity in the measure of any subsequent line.
- 3 Point out the figures of speech in the passage, and explain the excellence of any that you think specially forcible. Write out specimens of other figures of speech from any author.
- 4 Point out the graphic words and phrases, and show how vividly they represent the meaning. Quote from any other author ideas parallel or similar to any of the above, but differently expressed.
- 5 Weave the following separate propositions into a compound sentence:—
  - A. You will then see not only the things.
  - a1. He has put which into the sketch (subs. obj.)
  - x B. You will also see those things.
  - b1. He has found it necessary to leave out which. (subs. obj.)
  - 1 a1 b1. Place yourself at the author's stand-point. (adv. cond.)
  - 2 a1 b1. Invest yourself with his feelings and sentiments. (adv. cond.)
  - 3 a1 b1. And look. (adv. cond.)
  - a2 b2. You would look through his eyes. (adv. comp.)

I. [9]

ENGLISH GRAMMAR.—Time, 1 hour.

- 1 What is the general distinction between the objective with *of*, and the possessive case? Which should be used when the possessor is antecedent to a relative? A bust of Cicero: A bust of Cicero's: Explain the difference.
- 2 What is Tense? Give the different usages of the present and past tenses.

- 3 Distinguish between a sentence and a clause. Name the different kinds of clauses and give an example of each.

- 4 Give the *general analysis* of the following passage :—

He *had felt* the power  
Of Nature, and *already* was prepared.  
By his intense conceptions, *to receive*  
Deeply the lesson *deep* of love *which* he.  
Whom Nature, by *whatever* means, has taught  
*To feel* intensely, cannot *but receive*.

- 5 Give the detailed analysis in the Form indicated below :—

## FORM.

SUBJECT.		PREDICATE.		
Enlargement of Subject.	Simple Subject.	Simple Pred.	Completion of Pred.	Extension of Pred.

- 6 Parse in tabular form the words in *italics*.

## FORM.

Word.	Class.	Sub-Class.	Inflection.	Syntax.	Rule of Syntax.

- 7 In what other ways than as in the passage above may the government of the Infinitive Mood be accounted for?

- 8 What are the distinctive features of the prescribed Text-book of English Grammar?

I. [10]

## BRITISH HISTORY.—Time, 1 hour.

- 1 What is meant by the Feudal System? Trace briefly its decline.
- 2 What were the causes and what the effects of the Crusades?
- 3 State the chief facts connected with the legislative union of England and Scotland.
- 4 Describe the process by which a Bill becomes an Act of Parliament.
- 5 Make a Table shewing the genealogy of the House of Brunswick.

## BOOK-KEEPING.—Time, 45 min.

- 1 Explain as if to a class of pupils the terms Dr. and Cr., and show the class what is meant by balancing an account.
- 2 What general principles should guide you in *Journalizing*? What would be your Journal entry for the following :—  
I commence business with Cash \$6,000; Mdse. \$3,000; Notes against others, \$2,000; Debt against Samuel Hamilton, \$750. I owe on my Notes, \$800, and to John Peters on account, \$500.  
Robert Jones buys \$400 worth of Mdse. on acct.; I sell Mdse. \$250, and receive Cash \$100, Note at three mos. \$150; I get the Note discounted at 7 cent.
- 3 Write a specimen of a Joint Promissory Note and a Bill of Exchange.

I. [12]

## CHEMISTRY OF COMMON THINGS.—Time, 45 min.

- 1 What is the process by which animal and vegetable substances decay? What remedies should be taken against this decay near human dwellings? In what way does chloride of lime act on an infected atmosphere?

- 2 What are the constituents of the atmosphere? What important part does each play as regards vegetation?
- 3 What do you mean by the circulation of matter? What offices do the plant and animal respectively perform on this circulation?
- 4 How does chemical affinity differ from all other kinds of attraction?
- 5 How is hydrogen gas prepared and collected?

*Answers must contain the whole operation.*

I. [13]

ALGEBRA.—Time, 1 hour 30 min.

- 1 Show that  $(a+b)^2(b+c-a)(c+a-b)+(a-b)^2(a+b+c)(a+b-c)=4abc^2$ .
- 2<sup>s</sup> Demonstrate the Rule for finding the Greatest Common Measure.
- 3 Simplify the following expressions:—

$$(a) \frac{3}{x+1} - \frac{2x-1}{x^2+x-1} - (b) 1 + \frac{x}{1+x+2x^2} - \frac{x}{1-x}$$

- 4 Find the value of  $x$  in  $\frac{x+1}{7} + x(x-2) = (x-1)^2$ .
- 5 There is a certain rectangular floor, such that if it had been two feet broader, and three feet longer, it would have been sixty-four square feet larger; but if it had been three feet broader, and two feet longer, it would have been sixty-eight square feet larger: Find the length and breadth of the floor.
- 6 Show fully by means of examples and the necessary explanations, how you would infer the rule for multiplying together quantities of different signs, and also for multiplying a negative term by another negative term.

*Female candidates are not required to work the following questions, but credit will be given for them if worked.*

- 7 From  $x^2+xy-12$ ,  $xy-2y^2-1$ , find  $x$  and  $y$ .
- 8 Prove that every quadratic equation can be put in the form  $x^2+px+q=0$ , where  $p$  and  $q$  represent some known numbers, whole or fractional, positive or negative.
- 9 Show that such numbers as the following question presupposes are not possible:—Find two numbers whose sum, product, and the sum of whose squares, are equal to each other.

$$10 \frac{\sqrt{a+x} + \sqrt{a-x}}{\sqrt{a} + \sqrt{a-x}} = \frac{1}{a} \text{ find } x.$$

II. [14]

GEOMETRY.—Time, 1 hour 30 min.

- 1 Prove that the complements of the parallelograms which are about the diagonal of any parallelogram, are equal to one another.
- 2 Describe a parallelogram equal to a given rectilinear figure, and having an angle equal to a given rectilinear angle.
- 3 Prove that all the exterior angles of any rectilinear figure are together equal to four right angles.
- 4 If a straight line be divided into any two parts, the square on the whole line is equal to the sum of the squares on the other two parts, together with twice the rectangle contained by the parts.
- 5 The quadrilateral figure whose diagonals bisect each other, is a parallelogram.

*Female candidates are not required to work the following, but credit will be given for work done.*

- 6 Describe an equilateral and equiangular pentagon in a given circle.

- 7 Find a point in a given line that shall be equi-distant from another given point and a given line.
- 8 Given the vertical angle, the base and the sum of the sides of a triangle, to construct it.
- 9 Construct a triangle, having given the radius of the inscribed circle, one angle and the height taken from it.

*The necessary calculations must be made.*

I. [15] NATURAL PHILOSOPHY.—Time, 1 hour 30 min.

- 1 Define force, velocity; variable velocity; and state how the latter is measured.
- 2 Prove that in accelerated motion, the force being constant, the square of the velocity is proportioned to the space. In what space will a body acquire a velocity of 1,000 feet per second.
- 3 When two pressures act on a point, show that the line of action of the resultant is in the diagonal of the parallelogram whose sides represent the two forces in magnitude and direction.
- 4 In a system of pulleys made by one string, show that when the number of moveable pulleys is  $n$ ,  $P : W :: 1 : 2n$ .
- 5 What are the directions in which the power may be applied in an inclined plane? Prove that if the power act parallel to the plane,  $P : W :: H : L$ .
- 6 What are the requisites of a good balance? How can a balance be tested? How may the exact weight of a body be found by aid of a false balance?
- 7 If in a balance one arm be .98 of the other, and a body placed in the scale of the shorter arm balance 14.7 ounces in the other scale, find the true weight of the body.

I. [16] GENERAL HISTORY.—Time, 1 hour 30 min.

- 1 What was the immediate cause of the Peloponnesian War? How long did it continue? Who is its great historian? What plan of warfare did the Athenians follow during the life of Pericles? Describe the chief incidents of the war after his death.
- 2 What was the original boundary of the Macedonian Empire? What tribes inhabited its soil? Name in order the accessions to the Empire in the time of Philip; sketch the career of his son Alexander in Asia.
- 3 Give a connected account of the second Punic War from the following heads: Its origin, Hannibal's march to Italy; how he became master of Northern Italy; his signal victory at Cannæ. His first check; the disorganization of his army at Capua; the treatment he received from his countrymen. The success of Publius Scipio in Spain. The fate of Hasdrubal in attempting to oppose Scipio. The war carried into Africa. The recall of Hannibal. The final battle on the plain of Zama.
- 4 Name the chief Asiatic races who came in contact with those of Europe during the middle ages. Who were their principal leaders? Describe briefly the conquests of Tamerlane—sometimes called Timor the Tartar.
- 5 Describe briefly the fall of Constantinople in 1458.
- 6 Name the chief events in connection with the life of one of the following historical characters:—Charlemagne, Frederic the Great, Maria Theresa, Napoleon, Nelson, Wellington.

*No Tables are required for this Exercise.*

I. [17] PRACTICAL MATHEMATICS.—Time, 1 hour.

*Female candidates are not required to work this paper, but credit will be given for work done.*

- 1 A tank which is circular and 8 feet in depth, contains 10,000 gallons; what is its diameter?
- 2 Prove  $\sin(A+B) = \sin A \cos B + \cos A \sin B$ .
- 3 Find the sine, cos. and tangent of  $45^\circ$ .

- 4 Show how to measure the height of an object situated on an inaccessible height, when a horizontal base can be measured in the same vertical plane with the top of the object.
- 5 Draw the plan and find the area of a field from the following dimensions in links:—The longest side A B is a straight line. Passing from A to B, the offsets on the left are, at A, 0; at 248 from A, 34; at 342, 73; at 412, 139; at 464, 113; at 502, 142; at 603, 0.
- 6 From the top of a lighthouse, A B, 102 feet high, built on a vertical promontory, the angle of depression E A C, of a ship was  $30^\circ$ , and at the bottom, B, of the lighthouse the angle of depression, F B C, was  $15^\circ$ ; required the horizontal distance, C D of the vessel, and the height, D B, of the promontory.

## II. [1] SCHOOL MANAGEMENT.—Time, 1 hour 30 min.

- 1 Explain the principles upon which you would proceed to classify your pupils.
- 2 Make out a list of faults to be avoided by Teachers in the management of their Schools.
- 3 How do you propose to deal with a pupil who is habitually inattentive or who invariably comes late to School?
- 4 What should be the characteristics of a Teacher in the exercise of his authority in School?
- 5 Construct a Time-Table for one week for a School of 50 pupils, comprising three classes, and from it give a specimen of your Working Programme for one day.

## II. [2] TEACHING.—Time, 1 hour 30 min.

- 1 Describe three methods adopted in teaching the first steps of Reading. Which of them do you prefer, and on what grounds?
- 2 Specify some of the faults which you have observed in the reading of many advanced pupils, and state what you consider the best exercises for effectual correction.
- 3 Describe the method you would adopt in giving systematic instructions in Writing.
- 4 Outline a course of Lessons in Oral Geography, and state briefly your method when your pupils are prepared to use a Text-book.
- 5 Write Notes for an Oral Lesson on (1) Coal or Iron, (2) Respiration or Circulation of the Blood. (Write Matter and Method separate and opposite, and state the age of the pupils for whom the Lesson is designed.)
- 6 Distinguish between *teaching* and *telling*, and illustrate the difference by a Lesson on some Rule in Arithmetic.

## II. [3] THE SCHOOL SYSTEM.—Time, 30 min.

- 1 State in detail the sources whence the salaries of Teachers are derived.
- 2 What is District Assessment? How is it levied?
- 3 Under what conditions are Teachers' Agreements terminable?
- 4 What persons are eligible for Provincial Examination? How are candidates' papers estimated?
- 5 How do you find the per centage of pupils daily present on an average during any given term?

## II. [4] CANADIAN HISTORY.—Time, 1 hour.

- 1 In what respect are the names of the Cabots, Martin Frobisher and Sir Humphrey Gilbert associated with early discovery in North America?
- 2 Give a short account of Pontiac's conspiracy, its rise and defeat.
- 3 Name the prominent leaders and the chief events in the war of 1812-15.

- 4 Into how many periods may the History of Canada be divided? What are the characteristics of each period?
- 5 What are the leading subjects of legislation over which the Dominion and Provincial Parliaments respectively have jurisdiction?

*Answers must be written on this paper.*

## II. [5]

## MENTAL ARITHMETIC.—Time, 8 min.

- 1 Find price of 328 articles at 17s. 6d. each. .... *Ans.*
- 2 Bought cloth for 60 dollars and sold it at  $\frac{1}{4}$  more than it cost; for how much was it sold? .... *Ans.*
- 3 When an article is sold at  $\frac{3}{4}$  of its cost, what is the loss per cent.? .... *Ans.*
- 4 Find the difference of the squares of 54 and 60. .... *Ans.*
- 5 Multiply the sum of  $\frac{1}{3} + \frac{2}{3} + \frac{1}{2}$  by  $2\frac{1}{2}$  of  $\frac{1}{3}$ . .... *Ans.*
- 6 Sold a watch for \$30 and thereby lost 20 per cent.; at what price should it have been sold to have gained 20 per cent.? .... *Ans.*

## II. [6]

## ARITHMETIC.—Time, 1 hour 30 min.

- 1 Define a vulgar fraction and a decimal fraction respectively; and show how these definitions may be illustrated by a diagram.
- 2 What is meant by ratio, and what by proportion? Show how the Rule of Proportion may be deduced from the general principle that "the product of the extremes is equal to the product of the means."
- 3 A piece of cloth, when measured with a yard measure which is two thirds of an inch too short, appears to be  $10\frac{1}{2}$  yards long. What is the true length?
- 4 Divide 134367 by 473 in the duodenary scale.
- 5 How many yards of carpet 2 ft. 6 in. wide will be required to cover a floor 27.3' ft. long and 20.16' ft. wide?
- 6 If I remit to my agent \$25,000, with instructions to deduct his brokerage at  $1\frac{1}{2}$  per cent., and invest the remainder in Bank Stock then selling at 7 per cent. premium, what amount of Stock do I receive?
- 7 In what time will £5 14s. 8½d. amount to nine times itself at 6 per cent.?
- 8 Find the Compound Interest and amount of \$240 for 5 years at three per cent., payable quarterly.
- 9 Explain the term *properties of numbers*. Name six of the most important properties.

*The Examiner will estimate Parts I and II as of equal value in this paper.*

## II. [7]

## GEOGRAPHY.—Time, 1 hour 30 min.

## PART I.

- 1 Describe the physical aspect of one of the following countries:—Germany, France, Spain, or European Turkey.
- 2 Give an account of the average height, and chief characteristics of one of the following ranges:—Rocky Mountains, Alps or the Himalayas.
- 3 Take an imaginary journey up the Rhine, the Elbe or the Danube, and note the chief points of interest.
- 4 Compare the extent and population of Ontario with the other Provinces of the Dominion.
- 5 Explain the cause of land and sea breezes.
- 6 Find from the Globe the duration of twilight at any given place on a given day.

## PART II.

Draw from memory an outline Map (1) of Nova Scotia, (2) of North America, and indicate the chief mountains and rivers.



## II. [8]

## COMPOSITION.—Time, 1 hour.

- 1 What is *transposition*? What Rules would you observe in transposing from the *Metrical* to the *Prose Order* of Construction? Transpose the following passage to the *Prose Order* without altering the sense:—

"In his steady course  
No piteous revolutions had he felt,  
No wild varieties of joy and grief,  
Unoccupied by sorrow of its own.  
His heart lay open; and by Nature tuned  
And constant disposition of his thought  
To sympathy with man, he was alive  
To all that was enjoyed where'er he went,  
And all that was endured.

- 2 Arrange the following clauses into a complex sentence:—

1a1. A wise student carefully masters all the details of those books.  
(adv. time.)

a2. Those books suit his capacity. (attr.)

A. He contents himself with a general outline of any work.

2a1. Any work is not so suitable. (attr.)

- 3 Name some of the most important principles to be observed in the construction (1) of Sentences, (2) of Paragraphs.

- 4 Construct a complete and lucid narrative from the following outline:—

## THE SOLDIER'S HORSE.

The soldier's horse—great favourite—soldier very kind to it—the horse never so happy as when its master is on its back—war breaks out—the soldier goes to battle—he is shot—falls off his horse—dies—no one comes near him till three days pass—then friends came to bury him—they find the horse standing over him—it had had no food—but it stood driving away the birds of prey from the body of its dead master.

- 5 Name the mechanical points to be attended to in form of a letter. Write a letter to your uncle, describing a *holiday ramble*.

## II. [9]

## GRAMMAR.—Time, 1 hour.

- 1 What are the distinctive features of the prescribed Text-book of Grammar?  
2 Define the terms *inflection*, *gender*, *number*, *case*, *mood*, *voice*.  
3 Give all the inflections of *come*, *boy*, *man*, *me*, *go*, *thou*, *I*, *soon*, *in*, *good*, *merry*.  
4 Name the different kinds of adverbial clauses and give an example of each.  
5 Give the *general analysis* of the following passage:—

From his sixth year, the Boy of whom I speak,  
In summer, tended cattle on the hills;  
But through the inclement and the perilous days  
Of long-continuing winter, he repaired,  
Equipped with satchel, to a school, that stood,  
Sole building on a mountain's dreary edge.

- 6 Give the detailed analysis in the following Form:—

SUBJECT.		PREDICATE.		
Enlargement of Subject.	Simple Subject.	Simple Pred.	Completion of Pred.	Extension of Pred.

- 7 Parse in tabular form the words in *italics*.

## FORM.

Word.	Class.	Sub-Class.	Inflection.	Syntax.	Rule of Syntax.

- 8 Give the past tense and past participle of all the irregular verbs that occur in the preceding passage.

## II. [10]

## BRITISH HISTORY.—Time, 1 hour.

- 1 Give a short account of the Manners and Religion of the ancient Britons.
- 2 Name the most distinguished Kings before the Norman Conquest, and describe some great events in the reign of one of them.
- 3 Who were the most distinguished statesmen, warriors and authors in the Reigns of Elizabeth and Queen Anne?
- 4 What circumstances led to the war which terminated in the Independence of the United States?
- 5 What battles were won by British troops under the command of the Duke of Wellington? Recount one of these battles.

## II. [11.]

## BOOK-KEEPING.—Time, 45 min.

- 1 What is meant by Assets, Bill of Lading, Consignee, Indorser, Invoice?
- 2 Make the proper entries in the Day Book, Cash Book, and Ledger, for the following:—  
Robert Jones invests in business \$4,000 in cash, \$3,500 in mdze., and a balance of \$210 to his credit with T. Robertson; he owes Robt. Thomas \$240. He takes for his private use \$100, and goods to the value of \$250
- 3 Write a specimen of "A Letter with an Order."

## II. [12]

## CHEMISTRY OF COMMON THINGS.—Time, 45 min.

- 1 What is the composition of carbonic acid? What important part does it play in vegetation? Name two ways in which it may be prepared.
- 2 Give a short description of the preparation and refining of cane sugar.
- 3 Give the composition of starch, dextrin, gum, cane sugar, and woody fibre.
- 4 Whence are vegetable oils obtained? Into how many classes are they divided? Give the characteristics of each class.

*Answers must contain the whole operation.*

## II. [13]

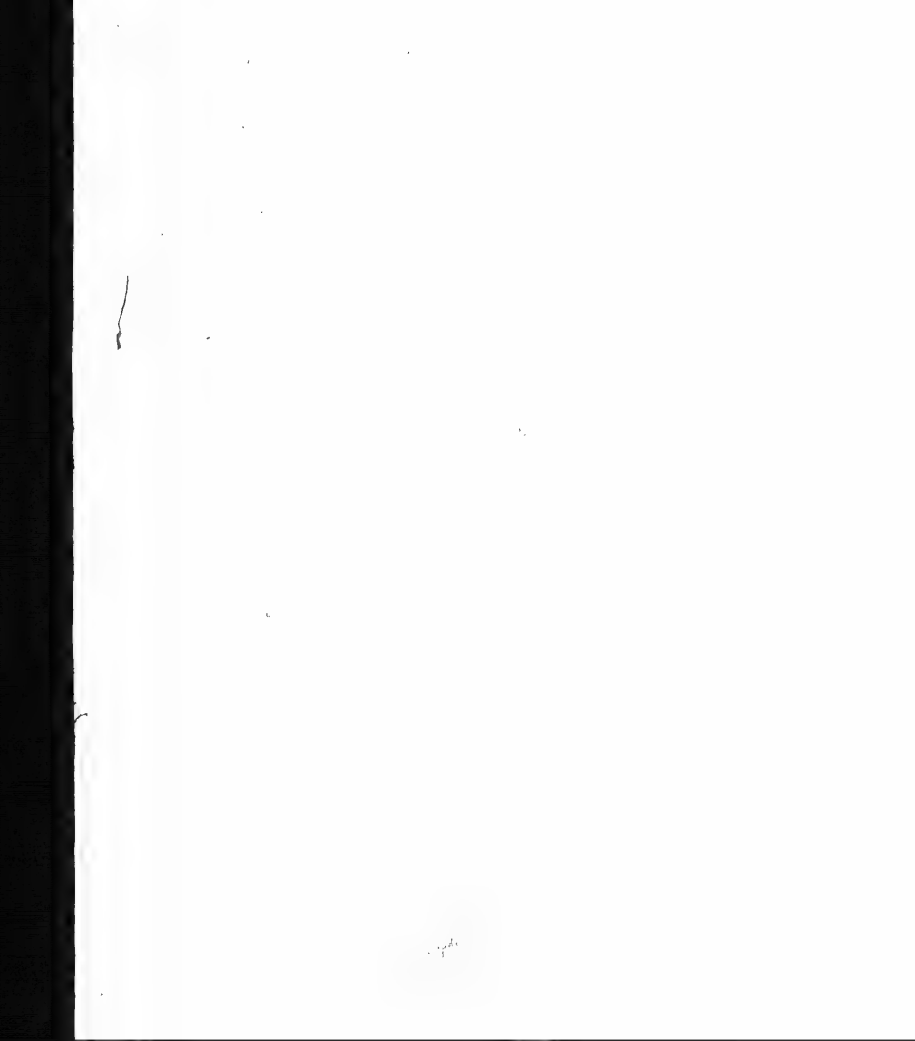
## ALGEBRA.—Time, 1 hour 30 min.

*Female Candidates are not required to work this paper, but credit will be given for work done.*

- 1 Explain the terms *factor*, *coefficient*, *power*, and *exponent*.
- 2 If  $a=1$ ,  $b=2$ ,  $c=3$ ,  $d=4$ , find the numerical value of the following expression:—

$$\frac{a^3 + 2ab + b^3}{a + b} - \frac{b^3 + 2bc + c^3}{b + c} + \frac{c^3 + 2cd + d^3}{c + d}$$

- 3 Divide  $x^3 - (a + b + c)x^2 + (ab + ac + bc)x - abc$  by  $x^2 - (a + b)x + ab$ .
- 4 Cube  $(a + b + c)$  and find the product of  $x^3 + xy - y^3$  by  $x^3 - xy + y^3$ , applying formulæ in both cases.
- 5 Find the quotients of  $x^6 + y^6 - 2x^2y^3$  by  $(x - y)^3$  and  $x^6 + y^6 + 2x^2y^3$  by  $(x + y)^2$  by the use of formulæ.
- 6 From  $\frac{2x-6}{3x-8} = \frac{2x-5}{3x-7}$ , find  $x$ .
- 7 From  $\sqrt{x+4ab} = 2a - \sqrt{x}$ , find  $x$ .
- 8 Find two consecutive numbers such that the half and the fifth of the first taken together shall be equal to the third and the fourth of the second taken together.
- 9 From  $x + 2y + 3z = 6$ ,  $2x + 4y + 2z = 8$ ,  $3x + 2y + 8z = 101$ , find  $x$ ,  $y$ ,  $z$ .
- 10 Show by means of operating upon an example how you would lead a pupil to infer the Rule of Subtraction.



*Female Candidates are not required to work this paper, but credit will be given for work done.*

II. [14]

GEOMETRY.—Time, 1 hour 30 min.

- 1 What is a plane superficies, a straight line, an angle, a circle?
- 2 If one side of a triangle be produced, the exterior angle is greater than either of the interior opposite angles.
- 3 If a straight line falling upon two other straight lines makes the alternate angles equal to one another, these two straight lines are parallel.
- 4 The opposite sides and angles of a parallelogram are equal to one another and the diagonal bisects it.
- 5 Equal triangles, between the same parallels, are upon equal bases.
- 6 Describe a square upon a given straight line.
- 7 In a given straight line find a point equally distant from two given points.
- 8 If the exterior angle and one of the opposite interior angles in one triangle be respectively double those of another, the remaining opposite interior angle of the former is double that of the latter.

III. [1]

SCHOOL MANAGEMENT.—Time, 1 hour 30 min.

- 1 State briefly and clearly how you would proceed to organize a School.
- 2 In what way can Parents, Trustees and others be induced to visit and take an interest in your School?
- 3 Show how you propose to employ your pupils during recess on stormy or rainy days.
- 4 Name some of the motives you would employ in striving to secure the interest and co-operation of your pupils.
- 5 Draw up a Time-Table and a Working Programme for a School supposed to have three classes in each of the subjects taught.

III. [2]

TEACHING.—Time, 1 hour 30 min.

- 1 Detail the various steps you would adopt in teaching the first stages of Reading.
- 2 What are the best arrangements for lessons in Writing? State fully the causes of the failures in this subject.
- 3 Outline a first year's course in Number.
- 4 Illustrate by means of a question in Recitation your mode of teaching Arithmetic.
- 5 Write Notes for a lesson on one of the following subjects:—Dog, Camel, Lead, or Sponge. (Set down your matter and method separate and opposite, and state the age of the pupils for whom the lesson is designed).

III. [3]

THE SCHOOL SYSTEM.—Time, 30 min.

- 1 When does the Annual School Meeting take place? What notice should be given of it, and who are qualified to vote at it?
- 2 When do the School Terms begin and end?
- 3 How can you determine the number of teaching days in any Term? Find the number of teaching days in the current Term.
- 4 Who is responsible for the pupils' conduct in going to and returning from School?
- 5 What is the Teacher's duty (1) with respect to a Time-Table, and (2) with respect to the temperature of the Schoolroom?

III. [4]

NEW BRUNSWICK HISTORY.—Time, 1 hour.

- 1 Who were the United Empire Loyalists? Give an account of their landing in New Brunswick, and of some of the difficulties between them and the original settlers.

3.]

*Educational Circular.*

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- 2 What circumstances led to the formation of New Brunswick into a separate Province? How long has it been a separate Province? State what you know of its first Legislature.
- 3 Give a short account of what is known as the "Aroostook War."
- 4 What do you understand by Responsible Government? When was it adopted in New Brunswick? What names are prominently associated with its introduction?
- 5 Describe (1) how Laws are made in our Province, and (2) how criminals are apprehended and punished.

*Answers must be written on this paper.*

III. [5]

**MENTAL ARITHMETIC.**—Time, 8 min.

- 1 What is the interest of \$542 for 4 years at 5 per cent. .... *Ans.*
- 2 Find the price of 21 yards at 41 cents. .... *Ans.*
- 3 If 19 yards cost \$152 what will 163 yards cost? .... *Ans.*
- 4 Divide the sum of  $\frac{2}{3} + \frac{1}{2} + \frac{1}{10}$  by 16. .... *Ans.*
- 5 What cost  $11\frac{1}{2}$  yards at  $12\frac{1}{2}$  cents each. .... *Ans.*
- 6 Divide 2.17 by .0007. .... *Ans.*

*Answers must contain the whole operation.*

III. [6]

**ARITHMETIC.**—Time, 1 hour 30 min.

- 1 Explain the terms Notation, Numeration, Product, Quotient, Prime Number, and Ratio.
- 2 Multiply 649875 by 789. Express your answer in words as well as in figures.
- 3 Reduce 1 acre to inches and test the accuracy of your work by reversing the process.
- 4 Reduce  $\frac{5}{8}$  of  $\frac{3}{4}$  of 34 oz. to the fraction of 2 lbs. Troy.
- 5 Multiply 6842.365 by 3.421 and divide the product by 49.0084.
- 6 If 15 men working 12 hours per day can reap 60 acres in 20 days, how long will it take 30 boys working 10 hours per day to reap 96 acres, 6 men being equal to 10 boys?
- 7 Find by Practice the price of 181 cwt. 3 qrs. 15 lbs. (short weight) at £2 3s. 9d. per cwt.
- 8 A man having 900 acres of land sold  $\frac{1}{4}$  of it at one time, and one half of the remainder at another time, what per cent. of it remained unsold?
- 9 What mistakes in Notation have you observed to be very common? What is the cause of such mistakes? How would you correct the habit of making them?

*The Examiner will estimate Parts I and II as of equal value in this paper.*

III [7]

**GEOGRAPHY.**—Time, 1 hour 30 min.**PART I.**

- 1 Define the terms Meridian, Longitude, Ecliptic, Zone, and explain the cause of day and night.
- 2 Take an imaginary journey round the coast of Great Britain and note the chief headlands and the mouths of the chief rivers.
- 3 Give the boundaries of Ontario and name its chief towns, rivers and mountains.
- 4 Give the situation of the following places, and note any important facts respecting Manchester, Cork, Aberdeen, Calcutta, New Orleans, Pictou, Mecca, Damascus.
- 5 Describe the climate of New Brunswick. Compare New Brunswick and Nova Scotia as respects area and population.

## PART II.

Draw from memory an outline map of New Brunswick, with the chief rivers and towns accurately marked.

## III. [8]

COMPOSITION.—*Time, 1 hour.**Reading Lesson.—The Blind Man.*

1 OUTLINE.—On their way home James and Harry see a blind man sitting—has lost his road—is unwell—James runs for a drink of water—Harry brings him a piece of bread—blind man gets better—they help him on his feet—lead him along the road—boys call them to play—they take no notice—lead him along the bridge—across the park—put him on the straight road—blind man thanks them—often see him afterwards—they and the blind man become great friends.

*Questions.*—Whom did James and Harry see on their way home? In what plight was he? How did he feel? What did James bring him? What did Harry bring him? What good did they do? What did they do next? Who called them? How did they act? Where did they lead him? Where did they put him? What did the blind man do? Whom did they often see? What did they become afterwards?

(a) Write in order *Formal Answers* to the above questions.

(b) From your formal answers make a complete story as told by James to his father.

2 Correct or justify the following expressions :—

He don't understand your question. Is his answers given correct? I educate him daily in grammar. Greater events were now on the wing? We had not ought to act so foolish. There was considerable of a difficulty in the last passage. I mind the time when I should have wrote the passage the same as you. These news are not comforting. I expect soon to hear that money will be plenty. It is not fit for such as us to arrange the matter between you and they.

## III. [9]

GRAMMAR.—*Time, 1 hour.*

- Write out the present subjunctive of three irregular verbs.
- Classify the following words :—*man, calm, sound, me, up, till, when.*
- Give all the inflections of *we, us, move, pretty, lady, book, before.*
- What are the essential and subordinate parts of a sentence?
- Analyze in the prescribed Form :

(a) "Him had I marked the day before."

(b) "Many a time,  
On holidays, we rambled through the wood."

(c) "He by appointment waited for me here.  
Under the covert of these clustering elms."

## FORM.

SUBJECT.		PREDICATE.		
Enlargement of Subject.	Simple Subject.	Simple Pred.	Completion of Pred.	Extension of Pred.

6 Parse in tabular form the first of the sentences given for analysis.

## FORM.

Word.	Class.	Sub-Class.	Inflection.	Syntax.	Rule of Syntax.

[No.

chief rivers and

l man sitting—  
arry brings him  
fect—lead him  
d him along the  
an thanks them  
t friends.

nat plight was he?  
? What good did  
Where did they  
om did they often

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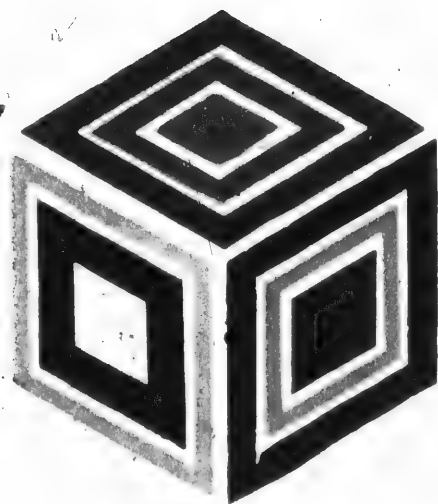
Extension of Pred.

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alysis.

Rule of Syntax





## MANUAL OF COLOUR.

We publish below the Manual of Colour prepared for the use of students in the Department of Science and Art, by R. REDGRAVE, R. A. The annexed diagram illustrates the harmonious relations of colour, presenting at one view the exact surface quantities in which colours harmonize with each other. The centre of each lozenge contains a primary hue,—namely, yellow as three, red as five, and blue as eight, of surface measurement. Each primary is surrounded by its harmonizing secondary,—namely, purple as thirteen to three yellow, green as eleven to five red, and orange as eight to eight blue. These secondaries are again surrounded by their harmonising tertiaries; thus citrine as nineteen to thirteen purple, russet as twenty-one to eleven green, and olive as twenty-four to eight orange. The relative quantity of each hue which should be present in any ornamental arrangement is thus placed before the eye, which is assisted in its judgment, not only as to full hues of colour, but as to hues when diluted into tints or darkened into shades.

There are few subjects so attractive to pupils as that of colour. It holds no unimportant place in every well ordered primary school, where it should be treated simply as a property of bodies. To teach the pupil to recognize, discriminate, and name the more common colours, and to accustom his eye to their harmonious combinations, are the two points to be aimed at in lessons in the primary classes. In the more advanced classes, colour should be treated as a science and an art. No subject yields a more attractive series of oral lessons.

Sight is the most nearly perfect of all our senses. Its conceptions of whatever properties of objects can be seen are more vivid and complete than when ideas of the same properties are conveyed to the mind by any one of the other senses. Horace understood the importance of this sense when he sang:

Sounds which address the ear are lost, and die  
In one short hour; but that which strikes the eye  
Lives long upon the mind; the faithful sight  
Engraves the knowledge with a beam of light.

Colour is emphatically a subject for the sense of sight. To teach it, the colours themselves must be shown. No descriptions will convey any idea of them to one who has never seen the colours. It is well-known that individuals possess very different degrees of distinguishing not only tints and shades of the same colour, but the colours most strikingly opposed to each other. Indeed, the same colour will be called by entirely different names by different individuals. Comparatively few persons can distinguish a scarlet from a carmillion, or a crimson from a carmine. Many confound a blue with a green. By the investigations of Brewster and Wilson, it has been discovered that a deficiency in the power to discern colour is more prevalent than was supposed. From calculations based on various examinations made in England and Scotland, it appears that one person out of every fifteen is unable to distinguish all of the ordinary colours; one in fifty-five confounds red with green; one in sixty brown with green; one in forty-six blue with green. Of the three primary colours, red appears to be the most difficult to be distinguished; it is the distracting colour of the three. Some persons can not see it at all as a colour, for it appears to them as black, but most commonly it is mistaken for green. Yellow is the colour which less frequently escapes perception. There are but a very few persons, even among those who are called colour-blind, that do not see yellow perfectly. A pure blue is in the next degree least likely to be mistaken, and with some it is the most vivid colour of the

three. Green is frequently mistaken for red, and often for blue. Those who can not distinguish red regard purple as blue, and orange as yellow. Red and green are the two colours which are most commonly not distinguished, yet it so happens that these are the two colours used as signals on rail-roads and ships. Persons appointed as railroad signalmen should be carefully tested as to their powers of distinguishing between the colours of red and green, before they enter upon duty.

No doubt, many teachers will be slow to credit some of the foregoing statements. They have only to institute a careful test of their own pupils, and their doubts will be removed.

It is now generally believed that defect in distinguishing colours can be remedied by early training and careful education of the eye. There is no good reason why any pupil should leave our schools without such a knowledge of colour as will not only sharpen his observing powers and give him a wide command of pictorial language, but also give him most valuable hints in the development of industrial ornament and in the cultivation of a correct taste.

Teachers of primary classes will find some good hints for oral lessons on colour in Sheldon's *Elementary Instruction*. Teachers of advanced classes require a fuller and deeper knowledge of the subject. Few, however, can readily possess themselves of the works of Field, Chevreul, and Jones. The following Manual is published for such, and is chiefly compiled from these standard writers on Colour. Of course, no teacher will think of using the matter in the form here given. He must make himself familiar with the subject, and present it in oral lessons adapted to the capacity of his scholars.

#### SECTION I.

COLOUR gives to the world of form beauty and ornament, and seems superadded to the necessity of creation; but it has its use also; it assists us to distinguish form; it aids us in determining distance and space, and enables the eye more readily to separate objects, and parts of objects, from each other.

1. The source of colour is Light;
2. It is lost and destroyed by Darkness.
3. Light is represented by White;
4. Darkness by Black;
5. And the many intermediate colourless tints between light and darkness, by the mixture of Black and White in various proportions; these tints are called Grey.
6. Formerly light was considered to be a primary element, but experiment has shown that white light is divisible into three separate rays, which are severally Yellow, Red, and Blue.
7. These rays cannot be further decomposed or divided; and as being the primary elements of light, and unattainable by any mixture, they are called *Primary Colours*.
8. By mixing these primary colours in varied proportions, all *Hues* of colour are obtained;
9. By diluting these hues with White, all *Tints* of colour;
10. Or by toning the hues with Black, all *Shades* of colour, are produced.
11. Colour has been divided into Inherent colour and Transient colour.
12. Inherent colours being all material or coloured substances, as those of the dyer, or the pigments used by the painter, &c.
13. Transient colours are those formed by the decomposition of light, such as the hues of the rainbow, the prism, or the ocular spectrum.
14. It is necessary to remember that pigments, such as those used by the dyer or painter, are but the representatives of colours; and that they but very imperfectly represent the primaries: there is no Yellow pigment, for instance, of which it can be safely averred that it is free from any mixture either of Red or

Blue: nor any Blue so pure as to be without any mixture of Yellow or Red. If pigments could be obtained truly representing each primary, the laws of colour might be perfectly illustrated: but since this is not possible, either as respects purity of colour or power of mixing, explanations of the laws of harmony are beset with many difficulties. Even when pigments are obtained which nearly represent the respective primaries from various causes, such as difference of transparency or opacity, chemical components, or other qualities, they do not perhaps mix to produce even an approach to a perfect secondary colour.

14. The three primaries, Yellow, Red, and Blue, in the state of transient colours (that is to say, in the colours of the prism), when re-composed, or mixed by the contrary process to that by which they have been de-composed or separated, produce White light.

16. Field, in his work on Chromatography, has shown that material colours, mixed in the proportion of *three* Yellow, *five* Red, and *eight* Blue, are neutralised and destroyed.

17. Any two of them, mixed in these proportions, produce a perfect secondary, which harmonises with the remaining primary.

18. Thus *three* Yellow and *five* Red produce Orange, which harmonises with the remaining primary Blue in the proportion of eight, either as to surface or intensity;

19. Or *five* Red and *eight* blue produce Purple, which, in a like manner, harmonises with Yellow in the proportion of three Yellow to thirteen Purple.

20. Or *eight* Blue and *three* Yellow produce Green, harmonising with Red in the proportion of five Red to eleven Green.

21. The three colours thus produced, namely, Orange, Purple and Green, are each complementary to, or complemented by, a primary.

22. Orange is complementary to Blue and Blue to Orange.

23. Purple is complementary to Yellow, and Yellow to Purple.

24. Green is complementary to Red, and Red to Green.

25. To satisfy the eye and produce harmony of colour, the presence of all the three primaries is required, either pure or in combination; thus, Red when not supported by the due proportion of Yellow and Blue is harmonised by the presence of the secondary Green, which is the union of those two primaries, and which is therefore called the complement to Red.

26. This is proved to be a physical want of the organs of sight by a simple experiment. If in a strong sunlight we gaze fixedly upon a red water placed in the middle of a sheet of white paper, and then suddenly remove it, a green spot of the same form will appear for a short time to replace it, gradually fading away as the nerves of the eye, fatigued with looking at the red, recover their tone by its removal.

27. This fleeting image of the object which floats before the eye is called an Ocular Spectrum. In a like manner, on looking at the sun when low in the horizon, an ocular spectrum of the form of the sun, but of a purple hue, will float before the eye as it is removed from gazing on the sun's brightness.

28. In these instances the eye decomposes the light, derived in one case from the paper, in the other from the sun; the nerves, fatigued with looking intensely at one primary, are unable to receive the rays of that colour, the other two rays therefore become mingled to produce the secondary colour of the ocular spectrum.

29. It should be remembered that as any one of the primary colours, by mixture with either of the others, loses its purity, and becomes in a degree secondary, the secondary which is complementary to it must contain more of the remaining primary: thus, if Red tends towards Scarlet, which is an Orange Red (a Red with Yellow in it), the Green, to be truly complementary, should incline towards the remaining primary Blue, and be a Blue Green.

30. When the Red, on the contrary, tends towards Crimson, which is a Purple Red, (a Red with Blue in it), then the complementary Green should incline towards Yellow, and be a Yellow Green; and the like rule holds good as to the other primaries.

31. Painters describe colours as being Warm colours or Cold colours; Orange and Red, and their hues and tints, being warm; Blue and Green being cold colours.

32. The mixture of secondary colours produces the tertiary colours.

33. Thus, the two secondaries, Orange and Green, produce the tertiary CITRINE.

which harmonises with **PURPLE** in the proportion of nineteen Citrine to thirteen Purple.

34. Purple and Green produce the tertiary **OLIVE**, which harmonises with **ORANGE** in the proportion of twenty-four Olive to eight Orange.

35. Orange and Purple produce the tertiary **RUSSET**, which harmonises with the secondary **GREEN** in the proportion of twenty-one Russet to eleven Green.

36. Whilst the union of two primaries results in a new and perfect hue, every mixture of the *three* has a tendency to neutralise or destroy colour;

37. From this cause, the tertiary compounds are more neutral than the secondaries, each being composed of the *three* primaries, with one predominant.

38. Thus, Yellow predominates in Citrine, and imparts many of its peculiar qualities to that tertiary;

39. Red predominates in Russet, the warmest of the tertiaries;

40. And Blue, being in excess in Olive, renders that tertiary the coldest and darkest of the three.

41. It is necessary to note certain properties of Contrast between the various primaries and one another, and their complementary secondaries.

42. Thus, Yellow is of all colours the most allied to light;

43. While its complementary, Purple, is the darkest of all hues.

44. They contrast, therefore, as to light and dark.

45. Red is the most exciting and positive of all colours;

46. Its complementary, Green, the most soothing and grateful to the eye.

47. Red and Green are non-contrasting as to light and dark;

48. But they are contrasting as to their power of exciting the eye and as to power of colour.

49. Blue is the coldest and most retiring of all colours;

50. Its complementary, Orange, the warmest and most advancing.

51. Their contrast is therefore both as to advancing and retiring and as to hot and cold.

#### Questions on Section I.

1. What is the source of colour?
2. What destroys colour?
3. How is light represented by the artist?
4. How is darkness represented?
5. What mixture produces the intermediate between light and dark?
6. Is light a simple element, or may it be decomposed?
7. What are the component parts of light called?
8. Point out the three primary colours.
9. What results are obtained by mixing the primary colours?
10. Give an example of hues of colour, as Crimson, Citrine, Olive, and point out or describe them.
11. How are tints of colour produced?
12. Give an example of tints of colour, and name the colour or colours from which they are derived.
13. What is the nature of shades of colour?
14. Give an example of shades of colour, as Marrone, Violet, Plum-colour, &c.
15. Point out or describe them?
16. How has colour been divided?
17. To which of these divisions do coloured substances and pigments belong?
18. What is the nature of transient colours?
19. Do the pigments, or material colours of the dyer or painter, truly represent the primary colours? or is it possible to obtain pigments that perfectly represent *any* or *all* of them?
20. Can the primary rays be again united, to produce a colourless ray of light?
21. What case with pigments?
22. In what proportions must the three primaries be mixed to neutralise each other?
23. When only two primaries are to be mixed, what is the result?
24. Describe these primaries which being mixed produce Orange, and name the relative proportions.
25. What primaries, and in what proportions, produce Purple, and what is its harmonising primary?
26. Name the primaries and their proportions which being mixed produce Green, also the harmonising primary, and the proportion between the two.
27. How do we name the mixture of two primaries? and what is such mixture called in relation to the remaining primary?
28. 22, 23, 24. Describe the several complements of the primaries and secondaries.
29. What is required to satisfy the eye, and produce a sense of harmony of colour? What is the nature of a complementary colour?
30. Describe some natural fact which illustrates this law of colour.
31. What do we name the fleeting image that is seen by the eye when fatigued with looking intensely at a coloured object?
32. What is the cause of this image being produced?
33. What is necessary in the complementary secondary when the primary colour is tinged with another primary?
34. Describe the complementary of Crimson-Red.
35. What are cold colours? What are warm colours?
36. How are the tertiary colours produced?
37. Describe the secondaries which produce the tertiary *Citrine*.
38. Name the secondaries which produce the tertiary Olive, and its harmonising proportion with Orange.
39. Describe the secondaries which compose Russet, and the proportion in which it harmonises with the remaining secondary.
40. What is the result of mixing the three primaries in any proportions?
41. What is the composition of the tertiaries?

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|--|---|
| 38. What is the primary that predominates in Citrine?                      | 45. Describe the nature of Red?                       |
| 39. Name the dominant primary in Russet?                                   | 46. Name the properties of Green.                     |
| 40. And in Olive.  | 47. Do Red and Green contrast as to light and dark?   |
| 41. Are there any other contrasts of colour which it is desirable to know? | 48. Are there any respects in which they do contrast? |
| 42. What are the properties of Yellow?                                     | 49. What qualities are inherent in Blue?              |
| 43. What marked quality is to be observed in Purple?                       | 50. Has Orange any contrasting quality?               |
| 44. How do Yellow and Purple contrast?                                     | 51. How does it contrast with its primary Blue?       |

## SECTION II.

1. BESIDES those inherent contrasts of colour with each other, spoken of in the latter part of the last section (41-51), there are others which may be called transient contrasts.

2. Of these, the successive contrast has already been described (Sect. I., 25-27); under which name is comprehended all the phenomena observable when we remove the eyes from a coloured object on which they have long dwelt.

3. In this case, an image of the object floats before the eye coloured with the complementary of the real colour of the object.

4. Again, when the eye is removed from a coloured object to dwell on another object also coloured, the new colour is modified by the complementary of the first colour.

5. This class of changes has been called mixed contrasts.

6. The simultaneous contrast of colours comprises all the phenomena which take place when colours are seen simultaneously in juxtaposition: for a scientific explanation of these laws we are indebted to M. Chevreul (see Preface).

7. Simultaneous contrasts are of two kinds:

8. The one, the *contrast of depth* or intensity, by which an apparent change of depth of tint results from placing two tints or shades in close proximity;

9. The other, the *contrast of hue*, or the apparent change in colour from the like approximation of tints, hues, or shades.

10. These changes arise from a property common to all coloured bodies of reflecting, along with their own proper hue, a certain amount of the complementary rays and of white or undecomposed light.

11. From this cause we find that when two *tints* of the same colour, but of unequal depth, are placed in close contact, the light tint will appear still lighter and the dark tint still darker; these effects being most evident at the edges where the tints are in union, and getting fainter towards the opposite margin.

12. When, however, two different *hues* of colour are juxtaposed, they receive a double modification; first, as to their depth, the light colour appearing lighter, the dark colour appearing darker;

13. Secondly, as to their hue, each becoming tinged with the complementary colour of the other.

14. Thus also will it be found, that complementary colours in juxtaposition mutually enrich each other;

15. When Yellow and Purple, for instance, are arranged side by side, the Yellow is apparently deepened in tint and enriched by the extra Yellow rays given out by the proximate Purple, at the same time the Purple is enlivened and enlightened by its contrast with the lighter primary, and enriched in colour by the extra Purple rays given out by its Yellow complementary.

16. But, in order to full harmony, it is necessary that the juxtaposed colours should be of equal intensity of hue. Thus the law of harmony will be found in complementary contrasts of colour with analogy of hue. When analogy of hue is wanting, that is to say, when a full hue of colour is juxtaposed with a tint or shade of its complementary, their mutual enrichment of each other decreases in the ratio of their decrease of analogy of hue.

17. By juxtaposition inharmonious combinations are rendered still more inharmonious. Thus, if Purple and Blue are placed side by side, both colours are injured.

18. The Blue is apparently darkened in shade by the neighbourhood of the Purple; and becomes greenish from the action of the extra Yellow rays given out by the Purple,

19. Whilst the Purple is dirtied in the direction of Russet by the admixture of the extra Orange rays reflected from the surface of the adjoining Blue.

20. These effects are greatly modified by dividing the colours from each other by lines of White; the eye readily decomposing for itself the harmonising colour required, and resolving the discord.

21. In contrasting colour with a ground of White, the colour is enriched, the White ground overpowering the extra White rays given out by the colour.

22. In contrasting colour with a Black ground, the colour appears diluted or weakened, the extra White rays given out by the colour being increased by those reflected from the Black surface.

23. Black grounds should not be opposed to colours which have a luminous complementary, since these must tend to diminish the brilliancy of the ground, whilst the reverse will arise from the opposition of colours which have a dark complementary.

24. Thus, Blue on a Black ground tends to give it a Brown shade by the Orange complementary rays which are invariably produced by the Blue;

25. Whilst Orange on a Black ground renders the ground more intense from the Blue extra rays reflected by Orange.

26. Cold, negative grounds, require the opposition of warm colours.

27. Red, which in colour is intermediate between light and darkness, being the contrast of Grey, which holds the same place in colourless media; Red also being the most positive of colours, harmonises agreeably with both the neutrals, Black and White.

28. Grey increases the brilliancy of all the primary colours when in juxtaposition with them.

29. It may also act as a colour, and form with the darker hues and shades harmonies of analogy;

30. While with the lighter hues and tints it may form harmonies of contrast.

31. Arrangements of the primary colours with Black are always agreeable.

32. Black also may be arranged with the darker hues to form harmonies of analogy, and with the luminous hues and tints to produce harmonies of contrast.

33. When ornamental forms of any colour are placed on grounds of the complementary colour, they should be surrounded by a margin of a lighter or darker tint.

34. This is necessary to define them clearly, and to overcome the tendency the complementary colours have to become confused from the extra rays they each give out, the effect of which is most evident at the edges where they come in contact.

35. This treatment is more especially required when the colours used are Green and Red, since these do not contrast as to light and dark, and are therefore more apt to flow into one another than colours of more decided contrasts, such as Purple and Yellow.

36. When the ground is dark and the ornamental forms of a light complementary hue, these forms should be edged with a lighter tint.

37. When the ornamental forms are dark on a luminous complementary ground, the forms should be edged with a darker line.

38. This is also the case with *self-tints*, dark forms on a light ground requiring to be bordered with an outline still darker.

39. These "laws of simultaneous contrast" agree with the practice of the Oriental and Mediaeval ornamentists, who separated coloured ornamental forms from coloured grounds by edgings of White or Black, and used ornamental forms of any colour on White or Black grounds without outline or edging.

40. They also used gold in the same manner as the neutrals White and Black, for dividing colours from coloured grounds.

#### Questions on Section II.

1. What other contrasts of colour are there besides those spoken of in the former section?

2, 3. Name the first of these contrasts, and describe the appearance caused under it.

4, 5. What is meant by mixed contrast, and the modification of coloured surfaces it describes?

6. When coloured surfaces are placed in juxtaposition, what name is given to the apparent changes they undergo?

7, 8, 9. Does this contrast of juxtaposition include more than one class of changes? If so, describe them.

10. Explain the reason of these apparent alterations?

- 11, 12, 13. Explain the nature of the simultaneous contrast of colours, and the double modification juxtaposed coloured surfaces undergo.
14. What is observable when complementary hues of colour are viewed in juxtaposition?
15. Describe the effect of the complementary colours Yellow and Purple.
16. Are colours in juxtaposition equally enriched when a tint is placed beside a full hue of its complementary? Name the law in this case.
17. What effect has the simultaneous contrast on inharmonious hues? Are Purple and Blue enriched by juxtaposition?
18. What effect has the Purple on the Blue?
19. How is the Purple changed by its configuration to the Blue?
20. What effect has the interposition of White?
21. How is colour affected when it is placed on a White ground?—And why?
22. Describe the effect of colour placed on a Black ground.
23. Why should colours which have a luminous complementary not be opposed to Black grounds?
24. Describe the effect produced on a Black ground by the introduction of Blue forms upon it.
25. Why does the introduction of Orange render a Black ground more intense?
26. What colours should be opposed to cold, neutral grounds?
27. Why are Red and Grey agreeable in combined arrangements?
28. What is the effect of Grey in juxtaposition with primary colours?
- 29, 30. What harmonious arrangements may be formed with the various classes of colours and Grey?
31. What effect has Black in combined arrangements with the primaries?
32. What classes of harmonious arrangements may be formed with Black and the various hues and tints of colour?
33. How should we treat coloured ornamental forms on a ground complementary to them?
34. Why is it necessary to border such forms with a lighter or darker tint?
35. Why is this especially necessary with full hues of Red and Green?
36. How should we treat luminous complementary forms on a dark ground?
37. Should the same treatment be followed with dark complementary forms on a light ground?
38. Do these laws refer to self-tints also?
39. Do these laws of simultaneous contrast agree with the Oriental and Mediæval practice?
40. How did the Oriental and Mediæval artists treat Gold, in respect to colour?

## SECTION III

BEFORE concluding this short Catechism of Colour, it is necessary to add a few remarks on other varieties of combination, and on the harmonies of tints and shades.

The simplest arrangements of colour, combinations of the primaries and secondaries in their perfect state as full *hues*, are those which are most obvious and perhaps most commonplace, and were those used in the earliest ages, as well as at present among the least cultivated races of mankind. Yet even these combinations, to be perfectly harmonious, require great skill in their distribution, otherwise their characteristic simplicity speedily degenerates into coarse vulgarity.

The relative numerical value of full hues of the primary, secondary, and tertiary colours, both to each other and to their complementaries, has already been given. (See 16-20, 33-35, Sect. I.)

1. But there are many other combinations of great refinement, and which are productive of the most beautiful effects when skilfully treated:

2. Such are those of mixed hues, of tints, and of shades, either separately or combined. Gradations of tint, shade and hue, must be numerous, according to the power of perceiving them; and this power greatly varies in different individuals. Much of the refinement of colouring depends on a keen and delicate perception of gradations. Those totally unused to study the refinements of colour in Nature or in Art rarely go beyond the perception of the primary and secondary hues, with two or three tints, or shades of each; while it is possible that between White and either of the darker primaries a hundred tints might be plainly discernible by those skilled in the choice of colours, since they certainly distinguish tints of colour which are wholly imperceptible to others. To the painter and ornamentist the study of gradations is of the greatest importance.

3. Combinations of the mixed primaries (primaries slightly tinged with other primaries, see Sect. I, 29), with secondaries of different numerical proportions to those which form them in their perfect state (see Sect. I, 18-20), require a nice sense of relation, and in the present state of the science of colour depend more on the educated eye, or a fine organisation, to regulate their harmonies, than on any fixed rules of proportion. In the harmonies of tertiary hues as well as of tints, or of tints and hues, some of the most refined and beautiful arrangements will be found. Field tells us (*Chromatography*, p. 149) that "the infinite variations of tint, hue, and relation, of which the tertiaries are susceptible, and which actually occur in nature, give a boundless license for the display of the

most captivating harmonies of colour, and the most chaste and delicate expressions," and,

4. While the discords are certainly less displeasing to the eye in this class of arrangements, from the readiness with which that organ extracts the necessary complements from the neutrals Black and White, with which such hues and tints are blended, it is not less certain that,

5. When perfect harmony is attained, from its refinement the pleasure is greater than from those of the simpler and more obvious kinds of contrast.

6. The primaries not only harmonise with the secondaries, and these with the tertiaries, in their state of full hues in the before-mentioned proportions, but their tints also harmonise.

7. Thus Primrose, which is a tint of Yellow, is in harmony with Lilac, which is a tint of Purple; while Straw-colour, which is a tint of Orange slightly neutralised, is contrasted with a negative Blue tint.

8. The luminous primaries and secondaries may be used in their full hues with tints of their dark complementaries; thus, Orange with Pale Blue, Yellow with Lilac, &c.

9. But in these cases the surface of the contrasting tint must be increased in proportion to its dilution with White.

10. When it is desirable in decoration to have a dominant colour in large masses, the primaries or secondaries may be used neutralized into shades, and the harmonies obtained by the introduction of small portions of the pure complementary.

11. Thus, Blue lowered in tone by Black, (Indigo) may be supported by small proportions of Orange, margined by a lighter tint or White. In the same way Marrone, which is a mixture of Red with the neutral Black, may be harmonised with pure Green edged with a lighter tint, with Black or with White.

12. The good colourist, moreover, has not only to study harmony of combination, but suitableness and local fitness; and he will require to vary his scale of colour in depth and tone for different fabrics and different purposes. For some aspects and uses a cold treatment of colour is desirable, for others, depth and richness are necessary: some fabrics, as carpets for instance, require a low-toned and somewhat negative general hue; in others, as chintzes, and all cleansing garment fabrics, a White ground left partly uncovered is the most appropriate treatment: from which it follows, that in many cases the numerical proportions of the full hues must be largely varied by the introduction of the neutrals to allow of the dominant treatment required, and to give the enhancing complementaries their due force and brilliancy in the proposed or required arrangement.

#### Questions on Section III.

1. Are there any other agreeable combinations of colour besides those of the primary, secondary, and tertiary hues, in the proportions already given?
2. Name what these consist of.
3. How is it necessary to vary the secondaries to render them complementary to primaries tinged with other primaries?
4. Why are inharmonious combinations of tints less discordant than those of full hues?
5. Why do the harmonies of the tertiaries and of tints give greater pleasure to the eye than those of the primary and secondary hues?
6. Do tints of the complementary colours harmonise as do their full hues?
7. Give an instance of such harmonious contrast of hues.
8. May full hues and tints of colour be used together?
9. Should the same relative proportion be observed when tints are contrasted with full hues?
10. When large and dominant masses of colour are required, how should they be enriched and supported?
11. Give an instance of such treatment.
12. Are there not other considerations requiring the attention of the designer?
13. Name some of these considerations.



## THE SCRAP-BOOK.

EDUCATION means developing capacity and modifying temperament in the best interests of humanity. A considerable field for development exists, and a considerable modification is possible. The secret of mental education is not the storing of the mind, but the making of it. It is the evolving of power or faculty: faculty of intellect, science; faculty of emotion, feeling. The associated development of the faculties, and the coordination of their functions is the aim of education.

SOME TEACHERS affect to condemn method in their work. Method, say they, is repressive. They have a great horror of a dead level of uniformity. But nothing is clearer than this, that all sound teaching must be conditioned on the one hand by the nature of mind, and on the other by the nature of knowledge. A beautiful correlation exists between the two sets of principles derived from these sources. These principles, or laws, are as uniform as all others which pertain to nature, but the modes of their utilization by the skilful teacher may be as varied as those by which the machinist avails himself of the law of gravitation. All teaching which regards method is mere scolism. Reverend Edward Thring, M. A., Headmaster of Uppingham School, England, recently said: "After all, the more important thing is not what is taught, but how it is taught." This truth has been uttered a thousand times during the last twenty years; but every teacher, it seems, has to be convinced by his own experience that it is truth.

DIFFICULT as is the task of educating the child, it is easy, says Mr. Lake, (one of the College of Proceptors, Caterham, England), compared with the task of educating the parent. But this is what the successful teacher often has to do. There is not an influence that he brings to bear but is counterpoised or thwarted by a thousand influences, subtle, secret and complicated, which he can only partially know, and only indirectly attack.

THERE are two great current fallacies that need to be brought to light: (1) that all parents know their children better than any body else; and (2) that all mankind are born teachers, and the only reason they do not practice teaching is that they do not want to.

A CLASSIFICATION of Parents! There is the careless parent, the busy parent, the fidgety parent, the wavering, anxious, fond, sanguine, earnest parent; the *dual* parents (the theory of marriage making one not having been entirely realized), and the *amiable* parents. The latter need not be studied in class. They understand 'wholesome neglect.' They think their children have faults. They are grateful to you for letting them know what these are. They do not think that all their children's faults reflect on them. They make allowance for difficulties, do not expect perfection. They have confidence in you, and they let you finish the work you begin. They aid and supplement and intensify the teacher's action.

A CLASS may be told a thing twenty times over, and yet not know it. Talking to a class

is not necessarily teaching. There are several time-honored metaphors on this subject, which need to be received with some grains of allowance, if we would get at an exact idea of what teaching is. Chiselling the rude marble into the finished statue; giving the impression of the seal upon the soft wax; pouring water into an empty vessel;—all these comparisons lack one essential element of likeness. The mind is, indeed, in one sense, empty, and needs to be filled. It is yielding, and needs to be impressed. It is rude, and needs polishing. But it is not, like the marble, the wax, or the vessel, a passive recipient of external influences. It is itself a living power. It is acted upon only by stirring up its own activities. The operative upon marble, unlike the operative upon mind, must have the active, voluntary co-operation of that upon which he works. The teacher is doing his work only so far as he gets work from the scholar. The very essence and root of the work are in the scholar, not in the teacher.

TEACHING is causing any one to know. Now no one can be made to know a thing but by the aid of his own powers. His own senses, his own memory, his own powers of perception, reason, and judgment, must be exercised. The function of the teacher is to bring about the exercise of the pupils' faculties. The means to do this are infinite in variety. They should be varied according to the wants and the character of the individual to be taught. Neither eye nor ear, nor any other sense or faculty, will avail to the acquisition of knowledge, unless the power of attention is cultivated. Attention is the first act or power of the mind that must be roused. It is the very foundation of all progress in knowledge, and the means of awakening it constitute the first step in the educational art.

WHEN, by any means, positive knowledge, facts, are once in possession of the mind, something must next be done to prevent their slipping away. You may tell a class the history of a certain event; or, you may give them a description of a certain place or person; or you may let them read it; and you may secure such a degree of attention that, at the time of the reading or description, they shall have a fair, intelligible comprehension of what has been described or read. The facts are for the time actually in the possession of the mind. Now, if the mind was, according to the old notion, merely a vessel to be filled, the process would be complete. But mind is not an empty vessel. It is a living essence, with powers and processes of its own. And experience shows, that in the case of a class of undisciplined pupils, facts, even when fairly placed in the possession of the mind, often remain there about as long as the shadow of a passing cloud remains upon the landscape, and make about as much impression.

The teacher must seek, then, not only to get knowledge into the mind, but to fix it there. In other words, the power of the memory must be strengthened. Teaching, then, most truly, and in every stage of it, is a strictly co-operative process. You cannot cause any one to know, by merely pouring out stores of knowledge in his hearing, any more than you can make his body grow by spreading the contents of your market-basket at his feet. You must rouse his power of attention,

that he may lay hold of, and receive, and make his own, the knowledge you offer him. Learning, so far as the mind of the learner is concerned, is a growth; and teaching, so far as the teacher is concerned, is doing whatever is necessary to cause that growth.

ONE OF THE ancients observed that a lamp loses none of its own light by allowing another lamp to be lit from it. He uses the illustration to enforce the duty of liberality in imparting our knowledge to others. Knowledge, he says, unlike other treasures, is not diminished by giving. The illustration fails to express the whole truth. This imparting of knowledge to others, not only does not impoverish the donor, but it actually increases his riches. *Docendo discimus*—by teaching we learn. A man grows in knowledge by the very act of communicating it. The reason for this is obvious. In order to communicate to the mind of another a thought which is in our own mind, we must give to the thought definite shape and form.

SOME TEACHERS are ambitious to do a great deal of talking. Some have a fatal facility of talk. The measure of their success, in their own eyes, is their ability to keep up a continued stream of talk. At best, this is only the pouring into the exhausted receiver enacted over again. We cannot be reminded too often that there is no teaching except so far as there is active co-operation on the part of the learner. The mind receiving must reproduce and give back what it gets. This is the indispensable condition of making any knowledge really our own. For every word given by the teacher there should be many words of answering reproduction on the part of the scholars. Youthful minds under such tutelage grow apathetic.

IT IS INDEED a high and difficult achievement in the educational act, to set young persons to bring forth their thoughts freely for examination and correction. A pleasant countenance and a full measure, inviting and inspiring confidence, have something to do with the matter. But, whatever the means for accomplishing this end, the end itself is indispensable. The scholar's tongue must be used as well as the teachers. The scholar's thought must be broached, as well as the teacher's. Indeed, the statement needs a very little qualification or abatement, that a scholar has learned nothing from us except what he has expressed to us again in words. The teacher who is accustomed to harangue his scholars with a continuous stream of words, no matter how full of weighty meaning his words may be, is yet deceiving himself if he thinks that his scholars are materially benefited by his intellectual activity, unless it is regarded as to awaken and exercise theirs. If, after a suitable period, he will honestly examine his scholars on the subjects on which he has himself been so productive, he will find that he has been only pouring water into a sieve. Teaching can never be this one-sided process. Of all the things we attempt, it is the one most essentially and necessarily co-operative process. There must be the joint action of the teacher's mind and the scholar's mind. A teacher teaches at all only so far as he causes this co-active energy of the pupil's mind.

THE SPELLER should not be placed in a pupil's hands till he is in the last state of the fourth Reader.

IT IS POSSIBLE to use a spelling-book so as to interest the pupil; and in no other way can any book be made of real use. Words are in fact treasure-houses in which is stored the wisdom of the ages. A simple word often-times unlocks the history of a nation. Could we know its etymological changes—its biography, so to speak—we might know a thousand things of the people who used it,—their enlightenment through civilization, their demoralization through luxury; or, it might be, their stern morality, their barbaric rudeness or their rustic simplicity. No study is more charming than word study; and a child may learn to enjoy searching in and among words for treasures of meaning, with as much zest as he would seek for bright shells among the pebbles of the beach. To be sure, this is not the work of a day, nor a week; but such a spirit should animate the teacher from the beginning.

TRAIN THE EYE of the pupil if you would make him a good speller. Teach him to use words. Use every means to fix a picture of each word in the mind, so that he can recall how it looks. This produces a much more permanent impression on the memory than the mere repetition of the letters of a word. For instance, take the word "chatham." The child in preparing his task may repeat with mumbling lips, "ch-h-a-m, ch-h-a-m," over and over again for minutes, and, as a result, be able to repeat the letters correctly at the recitation which comes an hour later, yet that impression may be entirely effaced three days afterward. But if the word were looked at in the right way for half a minute, it would not be easily forgotten; it would be permanently photographed upon the mind, so that he could recall the picture at will.

TEACHERS should most carefully show their scholars how to study. This should be one of the great matters about which the teacher is full of solicitude. The following is one of the effective ways in which a spelling lesson may be studied. The pupil takes his slate and pencil and acts upon these directions:—

1. Look at the word long enough to see it perfectly.
2. Shut the book, think how the word looks, then write it upon the slate. Proceed thus with each word of the lesson.
3. Compare the words as written with the printed page, and make a check against the errors.
4. Repeat the process where mistakes have been made, looking more carefully, still at the word in the mind.

It is of the greatest importance to see the word given the first time. Teach the scholar to look at it sharply enough and long enough to make sure of this; for it is more difficult to obliterate the wrong impression than it would be to secure the right one in the first place.

Not only single words, but phrases and whole sentences, should be studied in the way suggested.

TRAIN THE EAR to hear words, as written. Spelling depends mainly on the ear, so pronunciation depends on the ear. If children never heard any thing but correct pronunciation, they would themselves pronounce correctly. The teacher should never mispronounce a word for the purpose of securing the right letters from the pupil in spelling. For example, the pupil spells the word

"altitude," "al-te-tude," do not (as so many teachers do) mispronounce the word, "altitude," for the sake of leading the pupil to say / instead of *e*. Such a practice does as much harm as good. It merely substitutes one error for another.

In giving out the words to be spelled, whether in the oral or written exercise, the teacher should pronounce them *once* only. In oral spelling the pupil should pronounce the word correctly after the teacher, before naming the letters.

IN ORAL SPELLING it is recommended simply to divide one syllable from another by a pause. For example, suppose the word to be "notification," it should be spelled *no-ti-fi-ca-tion*. (The dashes indicating slight pauses). The old method—"no-ti-fi-ca-tion-noti-fi-ca-tion" is a needless tax upon the time and wits of the pupil. The former method is shorter, more natural, and less confusing to the mind.

THE TEACHER should set the example, and require the pupils to recite in a pleasant, conversational quality of voice, as if they were telling something in an interesting manner. Every oral exercise may be conducted in a way to give a pleasant stimulus to the mind, or to stupify its faculties. Nothing excites the mind to a more healthful action than do cheerful, inspiring tones of voice. Some one has said that "wooden tones" are the appropriate utterance of "blockheads" only.

THE NATURAL way of acquiring words, with their pronunciation and meaning, is by their use. A pupil ought never to be called upon to spell a word to which he does not attach *any* meaning, better even an incorrect one than none at all. To establish the habit, therefore, of using the words and associating their meaning with them, the pupil should *trouble* to be required to construct sentences introducing the words of the spelling lesson. This is a more useful exercise than repeating a forged definition.

IN WRITING, an exercise to be written, the following method is recommended. The teacher pronounces a word or phrase *once* distinctly; a pupil with a clear voice and good pronunciation repeats it; all write what is dictated; and another pupil, who writes with medium rapidity, repeats the word or phrase as soon as he has written it. The teacher then proceeds with the next word or phrase. After the whole lesson has been written, the

class may exchange slates with each other, the teacher, or a qualified pupil under his direction, spells each word correctly. Each pupil checks the errors on the slate that he holds. The slates are returned to their owners, the number of errors reported and afterward corrected.

As a rule, the pupil should be allowed but one trial, whether in oral or written spelling.

It will be a good occasional exercise for the teacher to dictate a sentence, requiring the pupil to spell all the words in succession; or a pupil may dictate sentences, original or selected.

Vary the method of conducting the lesson from time to time so that it may not be monotonous.

Words frequently mis-spelled should be carefully written on the blackboard, where they may be viewed and reviewed.

In teaching spelling as in every other subject, only by the teacher being interested himself can he inspire interest in the class.

I have used as text-books at different times Davie's Legendre, Chamber's Euclid, Galbraith and Haughton's Euclid, and Todhunter's Euclid. In my judgment, Wormell's Modern Plane Geometry is superior to any of these as an introduction to the science. The physical conceptions and illustrations embodied in the work, would, I think, in addition to their practical utility, occasion peculiar delight in the minds of many to whom the bare abstractions of the science are unintelligible and therefore repulsive. Every successful teacher of the old editions of Euclid had to supply some practical examples and physical applications of the propositions, *troubled his own mind*. This work will enable the *average* teacher to do what hitherto could only be done by a specialist in Geometry. I should not omit to mention that Wormell is one of the few mathematical writers who give due prominence to logical methods. This fact makes his text-book, in my judgment, much superior to the old editions as a means of *introducing the science*. PROFESSOR THOMAS HADAMARD, LL.D., *University of Paris*.

Wormell's Modern Geometry is now exclusively used in the Provincial Normal School as the text book in Plane Geometry; and after September 1891, the Examinations in this subject will assume a thorough knowledge of such portions of this text book as is required by the Syllabus prescribed by the Board of Education.

## UNIVERSITY OF NEW BRUNSWICK, FREDERICTON.

In this Institution Students may either take a full Undergraduate Course leading to the Degree of A. B., or they may take a special Undergraduate Course and pursue only such studies as may be necessary for obtaining a Diploma in such special course, or they may, on application to the President, be admitted to such Lectures as they can profitably attend. It is not therefore necessary for admission to a *special course* or courses of Lectures that a Student be acquainted with Classics or attend the Lectures of the Classical Professor.

From each County in the Province there may be admitted on the average as many as four "Free Scholars," who are entitled to all the privileges and advantages of the University without being required to pay the the usual fees for instruction. There is a Scholarship for each County of the annual value of \$60 and tenable for two years. The holders of such scholarships are also exempted from the regular tuition fee of \$22.50 per annum.

On the opening of the Term on September 20, 1876, the Scholarships for the undermentioned Counties will be vacant:—

<i>Albert.</i>	<i>Kent.</i>	<i>Sanbury.</i>
<i>Charlotte.</i>	<i>Northumberland.</i>	<i>Victoria.</i>
<i>Gloucester.</i>	<i>Restigouche.</i>	<i>Westmorland.</i>

There are three Scholarships of the value of \$60 each, awarded by competition every year, namely: The Mathematical Scholarship in the Senior Class, The Scholarship in English Language and Literature in the Junior Class, and The Classical Scholarship in the Freshman Class. These Scholarships are open only to such Students as do not already hold a County Scholarship. A valuable Achromatic Microscope is awarded by competition in the Junior Class for proficiency in Natural Science, and a prize of Books for proficiency in French in the Senior Class.

In the Academical year 1876-7, the Douglas Gold Medal will be given for the best Essay on "*An old and a new Country as a field for enterprise.*" The Alumni Gold Medal for the best translation into Latin Prose of a portion of the "*Tattler.*"

The Dufferin Medals, of which there are two, one Gold and the other Silver, will be awarded for superior excellence in the following branches of Natural Science, namely, Chemistry, Zoology and Botany.

The University is amply supplied with apparatus for teaching and illustrating the various branches of physical science. It has Chronometers and powerful Telescopes for the different purposes of Astronomy; first-class instruments for Surveying, Engineering and Navigation; Achromatic Microscopes by the best makers; and its Chemical Laboratory is well stocked with apparatus and substances for teaching practical and experimental Chemistry.

All necessary information respecting Matriculation, Courses of Study, Fees, &c., will be found in the University Calendar, copies of which may be had on application either to the President or Registrar of the University, or at the Education Office.

## OFFICIAL NOTICES.

## No. 1.

It having come to the knowledge of the Board of Education that Trustees and Teachers in certain Districts have disregarded the provisions of Regulation 19 by substituting, either in whole or in part, other days than those specified therein as the Christmas Vacation, - It is Ordered, That Trustees and Teachers be notified through the Educational Circular that (where the permission, in case of an emergency, has not first been obtained for a departure from the said Regulation, no portion of the County Fund will be appropriated to the Trustees, or Provincial Grant to the Teacher, on account of any day or days on which School has been open contrary to the express provisions of the Board of Education as contained in Regulation 19 throughout; and that they be hereby cautioned not to include such days, or the attendance made therein, in their attested Returns to the Education Office.

January 15th, 1876.

## No. 2.

ORDERED BY THE BOARD OF EDUCATION, 1st. That Wormell's Modern Geometry, with an Appendix by President Jack of the University, be hereby prescribed as the text-book in Plane Geometry for use in all Schools, in place of Chambers' Euclid. 2nd. That in all classes hereafter formed in Plane Geometry, Wormell's Modern Geometry shall be exclusively used as the text-book.

January 15th, 1876.

## No. 3.

The Board of Education has been pleased to cancel the Licenses heretofore held by D. S. Chesnut, Bale Verte, Westmorland; and John Lynch, Tay Creek, Douglas, York.

Jan 1st, 1876.

## No. 4.

The Chapter of the Consolidated Statutes relating to Schools was published in the *Royal Gazette*, June 14th, 1876, and is now in force. The following Sections of the Chapter include those by which amendments of general interest have been made in the Law as published in the *Manual of the Common Schools Act*, 1875. The numbers in brackets [ ] attached to the Sections, refer to the "Manual"; the new Sections are without brackets:—

3. [4]. [3. 4.] To furnish the Inspectors with the numbers and boundaries of the Districts within the respective Counties, and from time to time, as new Districts are created, or boundaries altered, to furnish such new boundaries; and the certificate of the Inspector shall be evidence of such boundaries.

13. [13.] From and after the first day of November which will be in the year of our Lord one thousand eight hundred and seventy seven, the Provincial aid to Teachers and Assistants, qualified and employed as aforesaid, shall be regulated in part according to the class of license, and in part according to the quality of instruction given in the School as determined by the semi-annual examination of pupils by an Inspector, as follows: For the School year, or rateably as above, Male Teachers of the first class, one hundred and ten dollars; of the second class, eighty dollars; of the third class, sixty dollars; Female Teachers of the first class, seventy dollars; of the second class, fifty dollars; of the third class, forty dollars; in addition, each Teacher whose School shall be reported by the Inspector, in respect of quality of instruction, as entitled in any half year to the first rank, shall receive for the half year, at the rate of forty dollars per year; the second rank, at the rate of twenty-five dollars; the third rank, at the rate of ten dollars, or rateably as above; each such Assistant shall receive a sum equal to one half the grants to Teachers.

36. [37.] The Inspector may in writing require the Trustees of any District to exempt from District rates, in whole or in part, any person residing more than two miles from the School house, and who may have children between five and twenty years of age, or who may have as an inmate of his household any child between such years who actually attends a School, and who is not an inmate of his household temporarily with a view to such attendance, and the Trustees shall in either of such cases exempt such person accordingly.

42. [42.] If relief be granted by the proper authority for reducing Parish rates to any person by reason of his having been over-rated by the Assessors of Rates, he shall, upon request made upon the Trustees, and on producing a certificate from the Clerk of the Peace, be entitled to have his District assessment rectified in accordance therewith, and such excess shall not be collected, or if collected, shall be credited on his rate for the next year, or shall be recoverable in an action of debt against the Board of School Trustees.

52. No person shall be entitled to vote at any School meeting on any question whatsoever unless he shall be a ratepayer, either resident in the District or non-resident in the Parish and owning property in the District, such ratepayers to be hereinafter designated as ratepayers of the District; and unless he shall have paid all District School rates imposed upon him for the then preceding year in case any shall have been imposed.

53. [51.] At all meetings the majority of ratepayers of the District present shall elect from their number a Chairman to preside over the meeting, who shall decide all questions of order, and shall take the votes of qualified voters only, deciding according to the majority of votes. Trustees shall act as Secretary of the meeting, and when there is no Secretary of the Board, or he is not present, the meeting shall elect a Secretary to the meeting; the minutes of the meeting shall be read to the meeting before its close, and shall be signed by the Chairman and Secretary, and transmitted to the Trustees within ten days after the meeting; such minutes shall be preserved by the Trustees and be open at all reasonable times to the inspection of any ratepayer.

[71. (1).] [71.] It shall be the duty of the Board of Trustees, and they are hereby empowered—

(1). To provide School privileges free of charge for all children from five to twenty years of age, inclusive, who may be resident in the District, and, when authorized by the School meeting, improved School accommodation, as far as possible in accordance with the provisions of Section fifty-nine, with power to admit to School privileges pupils from other Districts, and if the Trustees shall deem it necessary, they may exact from such pupils such reasonable tuition fee as may be sanctioned by the Inspector. Persons above twenty years of age who desire to attend School in the District in which they reside, shall have the right to do so free of charge, if there is sufficient School accommodation. Any person who may be assessed for District School rates in two or more Districts, shall have the right to send his children to the School of any District in which he may be assessed, or part of them to the School of one District, and part to the School of another District as last aforesaid. Any parent, master, or guardian, who pays District School rates in any District shall be entitled to send any child under his care, custody or control, to the School of such District.

75. [72.] It shall be the duty of the Board of Trustees, and they are hereby empowered, to meet as soon as practicable after the annual election (or the appointment) of a Trustee or Trustees, and appoint a Secretary to the Corporation, who may be of their own number, and who shall forthwith give a Bond to Her Majesty, with two sureties, in a sum at least equal to that to be raised by the District during the year, for the faithful performance of the duties of his office, and the same shall be forthwith lodged by the Board of Trustees with the Clerk of the Peace for the County; and Trustees failing to take such Bond from their Secretary, and lodge it as aforesaid, shall be liable for his default to the extent of the sum for which such Bond should have been taken; and such Secretary shall keep the records, accounts and moneys of the Board, and in pursuance of the orders of the Board collect and disburse all School moneys of the District, have charge of the School property, safely keep and deliver up when required to the Trustees the papers and moneys of the Corporation, including the records of the School meetings, and perform all other duties which the Board may prescribe in relation to their corporate affairs. The Secretary shall be entitled to receive five per cent. commission on all sums collected upon District assessment by him or under his direction; (except as hereinafter provided), for the support of the Schools of the District, excepting in cases where payment is made before demand or notice given by the Secretary, in which cases he shall be entitled to two and one-half per cent., and shall make a deduction to such persons of two and a half per cent.; and the Secretary shall be entitled to two and one-half per cent. on all sums collected by him or under his direction, (except as hereinafter provided), for the purchase or erection of a School house, or the purchase of School grounds, and any ratepayer paying his rates in respect of such last mentioned services before demand or notice, shall be entitled to the like deduction of two and one-half per cent. on the amount of his rates. The Secretary shall not be entitled to any percentage on the amount of the County fund apportioned to the District. Where the rates are collected in whole or in part by the Parish collector, as hereinafter provided, the Secretary shall be entitled to no commission on the rates collected by the Parish collector, unless the percentage received by the Parish collector is less than five per cent., when the Secretary may receive the difference between such percentage and five per cent. And where the rates in whole or in part are collected by the Parish collector, ratepayers shall have the right to the deduction as aforesaid for voluntary payment, and the School meeting may allow to the Secretary, in case of the collection by the Parish collector in whole or in part, such compensation for his services as Secretary as they may see fit, not exceeding five per cent. on the amount so collected by the Parish collector, and the same may be paid out of the District funds, or included in any District assessment.

79. [76.] It shall be the duty of every collector receiving said list and precept at or before the time that he is collecting other Parish rates, to collect such School rates at the same time and in the same manner as he shall collect the Parish rates, and pay the same over as directed; but if the Collector receives such list and precept at any other time, he may, if he shall so wish, proceed to such collection forthwith; the Parish Collector shall be entitled to the usual per centage allowed him for collecting Parish rates, not exceeding five per cent.

81. No action shall be brought against any School Trustee individually, or against the Trustees in their corporate capacity, or against the Secretary of the Trustees, for anything done by virtue of the office of Trustee or Secretary, unless within three months after the act committed, and upon one month's previous notice thereof in writing, and the action shall be tried in the County where the cause of action arose. The defendant in any such action may plead the general issue, and give the special matter in evidence. If it appears that the defendant acted under the authority of this Chapter, or of any Act in amendment hereof, or of any Regulations made pursuant to the powers herein given, or that the cause arose in some other County, the jury shall give him a verdict.

83. [79.] It shall be the duty of the Board of Trustees—

(1). To cause to be prepared and read, at the annual meeting, a Report for the year then ending, which Report shall, amongst other things, contain a statement of the educational condition of the District, and of its needs, and exhibit a full account of the receipt and ex-

penditure of all School moneys during such year, and which account shall have been duly audited as hereinafter provided:

(2). To prepare and forward to the Chief Superintendent, within two weeks after the close of each School term, a true return, duly sworn to before a Justice of the Peace, of the state of the School, according to the form drawn up for that purpose by the Superintendent:

(3). To call all meetings as provided for by this Act.

88. [84.] He shall make to the half-yearly return of the Trustees an affidavit in the following form:—

I, (name of Teacher), holding a valid license of class from the Board of Education of New Brunswick, do swear that I have taught and conducted the School or the department of the School in the School District in accordance with the requirements of Chapter forty of the Consolidated Statutes of "Schools" (or of the Department thereof), and the Regulations of the Board of Education, for the period of authorized teaching days during the School Term ending A. D. 18: that no text-books unauthorized by the Board of Education have been used in the School or department as the case may be; that the School Register has been faithfully and impartially kept, and that to the best of my knowledge and belief the grand total days attendance made by the enrolled pupils in the said period was (the number to be expressed in words at length); that my agreement with the Trustees is in accordance with the Law and the Regulations in that behalf, and that there is no collusion or understanding by which any portion of the agreement is to be made of no effect.

Sworn to this day of A. D. 18 before me J. P. (Name of Teacher)

92. [88.] On complaint under oath of any ratepayer of a District that any person whether as Trustee, Secretary of Trustees, or other person, improperly withholds from the Board of Trustees money or other property belonging to the District, the Inspector may in writing require such person to deliver over to the Trustees within a time limited by him such money or property, and if such order is not complied with within the time so limited, a County court judge may on application of the complainant, and of proof of the above facts, summon the person so charged, and make enquiry into the matter and may deal summarily therewith, and make such order or orders as to him may seem just, and with or without costs, which orders shall be enforceable as other orders of the court.

### No. 5.

The Board of Education has been pleased to amend the following REGULATIONS so as to read as below, and to direct their publication in the EDUCATIONAL CIRCULAR.

August 4th, 1876.

**Regulation 2.—Form of Teacher's Agreement:** Each Teacher and licensed assistant before entering on duty in any District shall make a written agreement with the Board of Trustees, (each party retaining a duly executed copy of the same), in accordance with the following form:—

**First.** CONTRACT made this day of A. D. 18, between (name of Teacher or Assistant,) holding a valid license of the class, granted under the authority of the Board of Education of New Brunswick, hereinafter referred to as the Teacher, of the one part, and The Trustees of School District Number the Parish or Parishes of in the County or Counties of or The Board of School Trustees of Saint John, or as the case may be, hereinafter referred to as the School Corporation, of the other part.

**Second.** The Teacher, in consideration of the below mentioned Agreement by the School Corporation, hereby agrees with the School Corporation diligently and faithfully to teach a School in the said District during the School Year Term ending on the thirty first day of October, or thirtieth day of April, as the case may be, A. D. 18, or as much thereof as he may be employed.

**Third.** And the School Corporation agrees with the Teacher licensed as aforesaid, to pay the Teacher in half yearly instalments, (or quarterly, or monthly, as may be agreed upon) at the rate of dollars for the School Year Term, (as the case may be,) exclusive of the Provisional allowance to be received by the Teacher from the Chief Superintendent.

**Fourth.** And it is mutually agreed that this Contract shall continue from School Year to School Year unless notice in writing of an intention to terminate the same shall be given by either of the parties hereto one month before the date specified in the foregoing clause second, or failing such notice, then one month before the time to which the same is continued by this clause.

**Fifth.** And it is mutually agreed that both parties to this Contract shall be in all respects subject to the provisions of the chapter of the Consolidated Statutes relating to Schools, and any Acts in Amendment of the same, in addition thereto and the Regulations thereunder made by the Board of Education.

In testimony whereof, the said parties have hereunto set their seals.

A. B. [Name of Teacher] [Seal]  
C. D. [Name of Trustee or a majority of]  
E. F. [Name of Trustee or a majority of]  
G. H. [Name of the Chairman]

Witness I. K.

**Regulation 18.—The School Year:** In respect of Teachers' Contracts, School Returns to the Chief Superintendent, the payment of Provincial allowances to Teachers, and the apportionment of the County Fund to School Trustees, the School Year shall be regarded as beginning on the first of November, and shall consist of two terms: A Winter Term, opening on November 1st, and closing on April 30th; and a Summer Term, opening on May 1st, and closing on October 31st.

**Regulation 19.—1. Holidays:** (1) The anniversary of the Queen's Birthday and Dominion day shall be holidays in all the public Schools; also any day proclaimed as a public holiday throughout the Province, and Good Friday. Also, the second Thursday in January, except in the cities of St. John and Fredericton, and incorporated Towns organized under Sec. 96 of the Law.

\* See oath of Teacher

† See Reg 18.

Notes: All Contracts entered into after the publication hereof are to be in accordance with the foregoing Form

2. *Vacations*: (1) Except in the Student-teachers' departments of the Normal School, there shall be a Christmas vacation of two weeks (ten days other than Saturdays) in all Schools, beginning on the 1st day as follows:—

When Christmas falls on	Vacation shall begin on	School shall re-open on
Sunday,	Saturday, December 24,	Monday, January
Monday,	Saturday, " 23,	Monday, " "
Tuesday,	Saturday, " 22,	Monday, " "
Wednesday,	Saturday, " 21,	Monday, " "
Thursday,	Wednesday, " 24,	Wednesday, " "
Friday,	Wednesday, " 23,	Wednesday, " "
Saturday,	Wednesday, " 22,	Wednesday, " "

But when Christmas falls on Thursday, Friday, or Saturday, the Vacation in the City of St. John shall begin on Saturday, Dec. 24th, 19th or 18th, (as the case may be), and the Schools shall re-open on Monday, Jan. 5th, 4th, or 3rd, (as the case may be).

(2) Except in the Student-teachers' departments of the Normal School, there shall be a Summer Vacation of four weeks, (twenty week-days other than Saturdays) in all Schools, at such times or times as the Board of Trustees shall decide.

(3.) In the cities of Saint John and Fredericton, and in incorporated towns organized under Sec. 90 of the law, there shall be ten days additional in the Summer Vacation, with an Easter Vacation (beginning on Good Friday) of three days, the same being week-days other than Saturdays.

5. *Teaching Daily Sessions*: The hours of Teaching shall not exceed six each day, exclusive of at least an hour allowed for noon for recreation. The Board of Trustees, however, may, if it desires, restrict the number of hours to five, and for the youngest children to four. After-school recess shall be allowed about the middle of the morning, and the middle of the afternoon recess. In the youngest departments or classes especially, care should be exercised that the pupils are not confined too closely or too long in the School-room. [The Board of School Trustees of Saint John may, in its discretion, permit one daily session during the Winter Term; but the Board of Education reserves to itself the right of withdrawing at any time the permission herein granted.]

Regulation 22—(c) For "thirty minutes," read "twenty minutes."

Note.—The foregoing amendments of Regulation 22 are not in force.

Regulation 31.—CLASS II: For "Geometry,"—The 1st Book of Euclid," read "Plane Geometry."—The first eight Chapters of Wormell's Modern Geometry (N. B. School Series)."

CLASS I: For "Geometry,"—The first four Books of Euclid. [The first two Books only will be required for female candidates, but credit will be given for any additional work.] Read "Plane Geometry,"—Wormell's Modern Geometry completed, (N. B. School Series.) [To the end of Section 2 of Chap. XII will be required of female candidates, but credit will be given for any additional work.]

GRAMMAR SCHOOL CLASS: For "Two additional Books of Euclid, Solid and Spherical Geometry," read "Plane, Solid and Spherical Geometry, Wormell's."

Note.—The foregoing amendments of Regulation 31 are to take effect on September 1st, 1875.

## No. 6.

A copy of No. 2 or 3 of the EDUCATIONAL CIRCULAR will be mailed from the Education Office, postage paid, to any address on receipt of 25 cents, or five copies, in one parcel, on the receipt of \$1.

THEODORE H. RAND,  
Chief Superintendent of Education.

EDUCATION OFFICE,  
FREDERICTON, N. B.



ESTABLISHED 1822.

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## SCHOOL DESKS AND SEATS.

### HEMENWAY'S PATENT ADJUSTABLE SCHOOL DESKS AND SEATS

can be readily adjusted "with respect to height so that the Pupils of different ages may be able to sit with their feet squarely on the floor," as required by Regulation 7 of the Board of Education.

#### DOUBLE DESKS.

Desk 36 inches long, and two Chairs,.....\$5 50.  
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Desk 18 inches long, and Chair,.....4 00.  
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The two sizes can be graduated by the Teacher to seat Pupils from 5 to 17 years of age; and by a recent improvement we are able to warrant that the height of Chair cannot be changed except by the use of the wrench.

THE CHEAPEST APPROVED DESKS AND SEATS, HAVING  
IRON STANDARDS.

SUITABLE BOTH FOR MISCELLANEOUS AND GRADED  
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Mr. E. MILLIKEN having purchased the Patent right for New Brunswick and Nova Scotia, to manufacture and sell, has appointed the Subscribers Manufacturing Agents.

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